DOCUMENT RESUME

ED 379 497 CE 068 325

AUTHOR	Jeyasingam, Jean
TITLE	Project READ Annual Report 1989.
INSTITUTION	Longview Public Library, WA.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1 May 90
CONTRACT	R167A90372
NOTE	86p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; Computer Assisted Instruction; Federal Aid; Libraries; *Literacy Education; Program Effectiveness; Program Evaluation; *Recruitment; School Holding Power; *Student Attrition; *Tutoring; Tutors; Volunteers; *Volunteer Training

ABSTRACT

In 1989, almost no organized recruitment efforts were made, either for tutors or learners, for Project READ, an adult literacy program held at the Longview, Washington, Public Library. The retention rate remained at 63 percent. Seventy-one tutors participated in the program; the average number tutoring each week was 34. Tutors from all walks of life, vocations, and careers participated in the program. Fifty-three percent of the tutors felt they needed more training in the following areas: tutoring activities, phonics, assessing student needs, and teaching reading skills, writing skills, and grammar. Twenty-one percent of tutors tutored 27 percent of learners using computer software programs as part of their tutoring efforts. Learner retention improved from 50 percent in 1988 to 62 percent in 1989. Two-fifths of learners heard about Project READ from friends and relatives; one-fourth were recommended by community agencies. In 1989, 109 learners were tutored; the average number of learners per month was 45. The majority of learners were employed and were at Project READ to improve their reading skills to keep their jobs or enhance their chances of getting a better job. Seventy-two percent of learners tested below reading level 6.0 at intake; 25 were reevaluated and 20 advanced by at least one grade level. (Appendixes include sample forms and materials developed and used by the project.) (YLB)

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PROJECT READ ANNUAL REPORT

1989

Dr. Jean Jeyasingam

Literacy Coordinator
Project READ
Longview Public Library

U.S. DEPARTMENT OF EDUCATION
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PROJECT READ

General Information

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3. Grant Number: R167A90372

PROJECT READ ANNUAL REPORT
1989

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INTRODUCTION

Nineteen eighty nine seemed a very busy year at Project Read. Though we had a better handle on collecting valuable statistics in 1989, we need to improve our methods of data collection for 1990. As we start a new decade, we have the opportunity of looking back at our record of the past three years and evaluating our expectations in the light of our performance. Having experience behind us gives us a better insight into what we can do to ensure better service to the community in the decade ahead.

Many hours have been spent these past few months analyzing our literacy efforts in order to produce a progress report worthy of the hopes and aspirations of Library Director, Marion Otteraaen. Her zeal, enthusiasm and encouragement have been an incentive to our Project Staff to put forward our very best efforts to put Project Read at the service of the community at large and on the map of literacy efforts in our community and state.

It needs to be mentioned, at the outset, that the encouragement and guidance given to us at Project Read by Karen Dennis,(Special Projects Librarian at the Longview Public Library and our project supervisor), are important factors in the success of our program.

The secretarial support at Project Read has been of excellent quality. Though we have had three secretary/assistants from the inception of the program until now, we have been fortunate in getting very competent people to help with our project. Our current Secretary/Assistant, JoanBeth Claypoole, brings maturity and experience to this position. Joanbeth joined our staff at the latter end of 1989, (in November) and has been of immense help in getting some of the computer reports so that they could be analyzed for this report.

Since the two major components of Project READ are the learner and tutor components, this report deals with the two components in two separate sections.

In this report the graphs and tables will accompany the text for easier reference. An attempt has been made to clarify the statistical information because each year the composition of the tutor and learner component changes. Most of the statistics in the graphs and tables are based on the total number of tutors and learners who were active during 1989; some are based on the number of tutors and learners recruited during a particular year; and some of the information was based on an average monthly figure. Graphs using monthly figures are usually based on a typical week during that month. The actual figures for those graphs using a weekly sample will be four times the figures used, presuming a month has only four working weeks. The trends on a graph will however be the same. When comparing the past three years a normal bar graph has been used. Stacked bar graphs and pie graphs were used to identify the different components for each year.

SECTION ONE

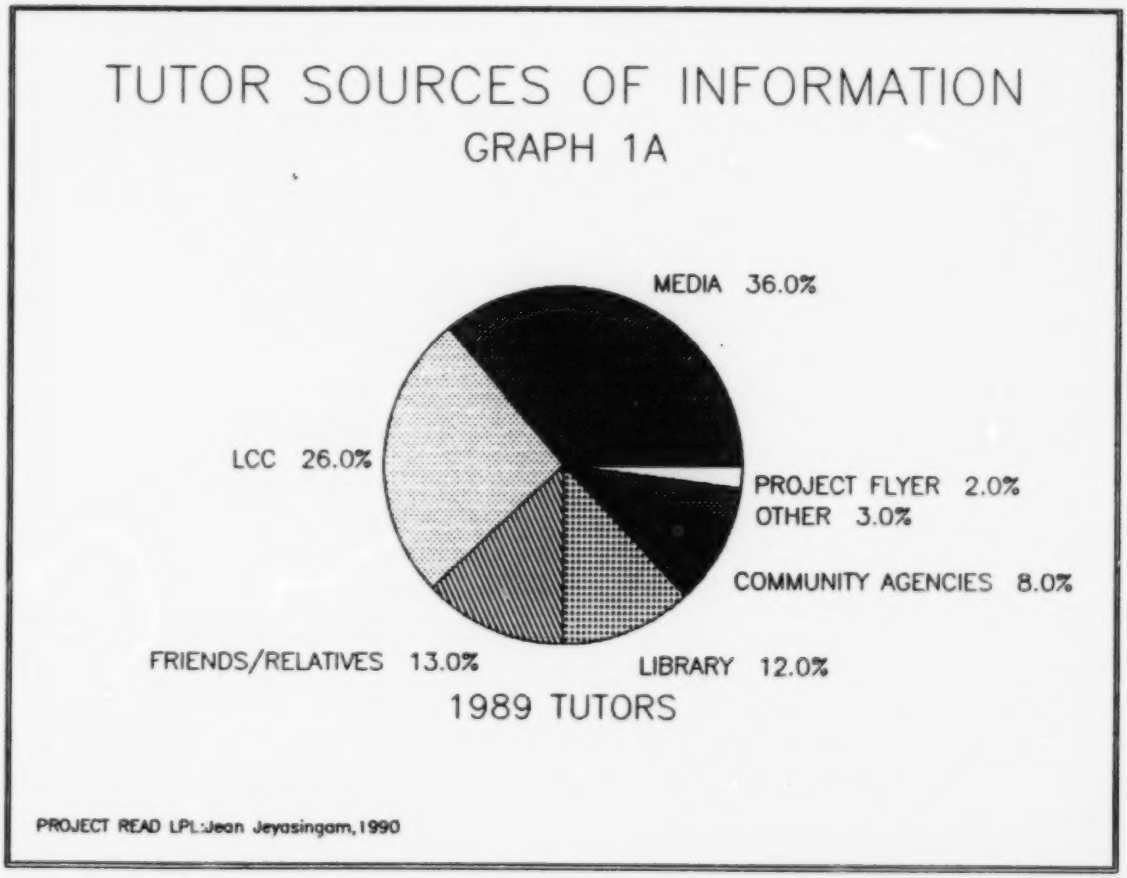
THE TUTOR COMPONENT AT PROJECT READ

1989

The tutor component section analyzes tutor activity during 1989 and makes comparisons with other years whenever appropriate. This section also deals with the recruitment, training, and the composition of the tutor component. The tutor consultation and tutor needs forms are analyzed and tutor demographics are explained. A few paragraphs describing some of our tutors' achievements are part of this section.

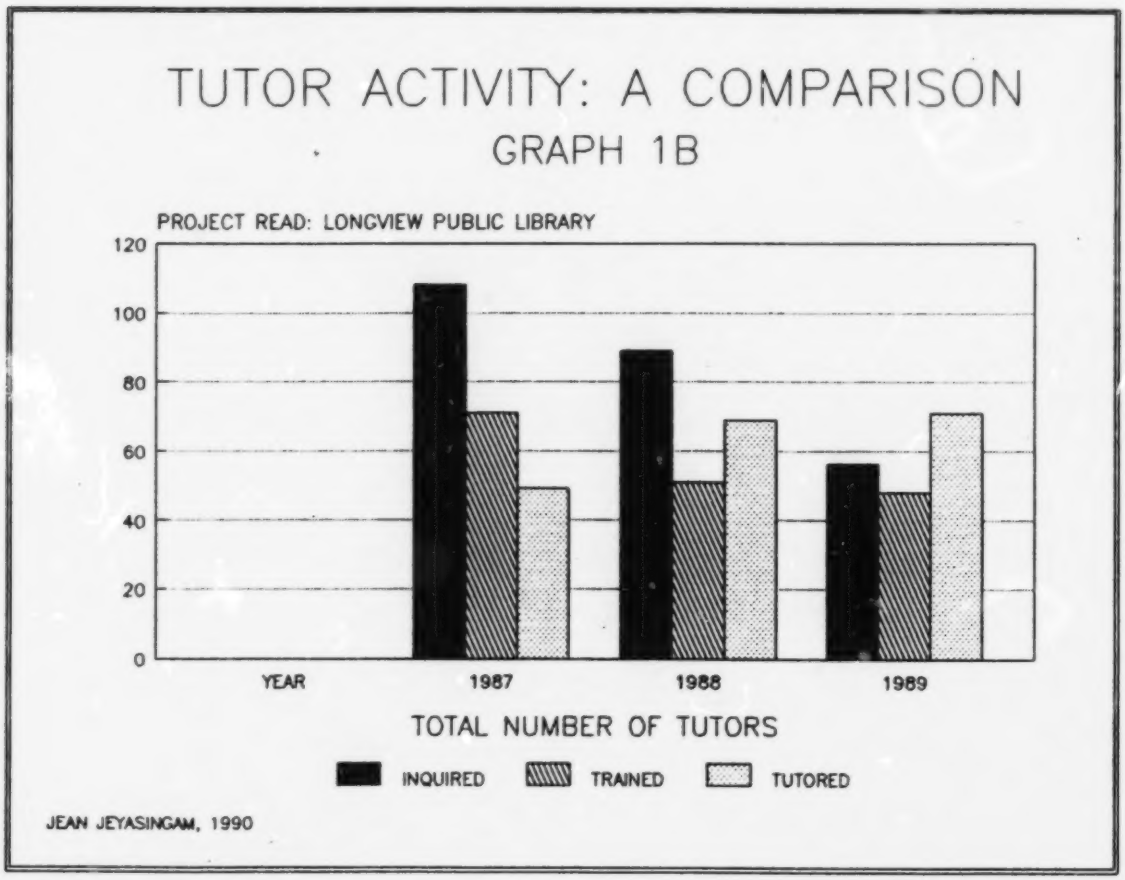
Tutor Recruitment Strategies in 1989.

This year has been no different from 1988 in that almost no organized recruitment efforts were made, either for tutors or learners. Thirty six percent of our current volunteers heard about the program via the media. Other sources of information were relatives and friends, library staff, personal speaking engagements and community agencies. More recent recruits have mentioned the recommendations of their friends, who are already tutoring in our program, as a compelling factor in their decision to tutor for Project Read. (See Graph 1A)



Almost all our work study tutors have heard about this program from sources at Lower Columbia College. George Dennis, Director of Developmental Education at Lower Columbia College, manages State Work Study literacy dollars for LCC. He divides the money among five different literacy projects in the area. He also conducts the LVA training for literacy tutors in the area twice a year. A month before each training session, he plans a joint recruitment strategy for work study tutors in which the five different literacy coordinators participate. In addition to this I usually place a job request for tutors at the Financial Aid office at the beginning of the academic year.

Though tutor inquiries have declined year by year, the number of tutors actively tutoring in the program has increased year by year. Graph 1B shows the total number of tutors who actually tutored during each year regardless of their year of recruitment.



Tutor Retention.

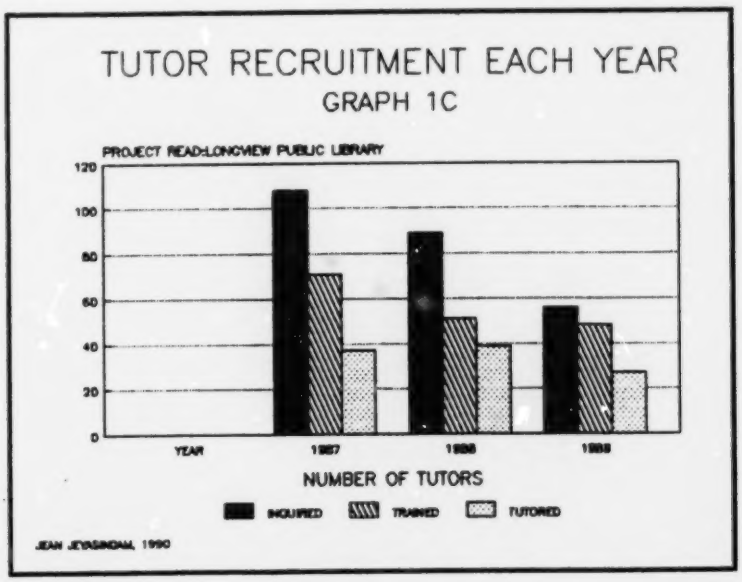
We had an excellent rate of tutor retention of sixty three percent both in 1988 and in 1989. See Table 1.

TABLE 1
TOTAL NUMBER OF TUTORS
(By Year of Recruitment)

YEAR	1986	1987	1988	1989	Total Number of Tutors	Percentage Retention
1986	12	-	-	-	12	-
1987	12	37@	-	-	49	100%
1988	3	27	39*	-	69	63%
1989	2	21	21	27+	71	63%

@= 32% of the total inquiries in 1987
*= 43% of the total inquiries in 1988 += 48% of the total inquiries in 1989

Another positive factor is the increasing percentage of tutor inquiries that actually tutor. In 1987, thirty two percent of tutors who inquired actually tutored in the program during that year. In 1988, forty three of those who inquired actually tutored during that year, and in 1989, forty eight percent of those who inquired actually tutored during the year. (See Table 1 and Graph 1C).



Besides the rate of tutor retention from year to year, another encouraging factor is the longevity of tutors in the program during the year. Table 1B shows the number of tutors who tutored for different periods of time in 1989.

TABLE 1B
Tutor Longevity in the Program During 1989

Duration of Tutoring (in months)	Total	Volunteer Tutors	Work Study Tutors	At READ end of '89
Twelve months	11	11	-	11
Eleven months	5	3	2	3
Ten months	5	4	1	2
Nine months	2	2	-	2
Eight months	-	2	-	-
Seven months	2	2	-	-
Six months	4	4	-	1
Five months	5*	4	1	1
Four months	7*	4	3	3
Three months	12*	4	8	2
Two months	11*	7	4	5
One month	6*	5	1	2

* = Some of these tutors just started to tutor and are that many months into the program.

Some interesting facts emerged from an analysis of the figures in Table 1B. Thirty six percent of our tutors tutored for 6 months or more in 1989. Eight percent of those who tutored for less than six months had already tutored for more than a year and were terminating in 1989 for personal reasons.

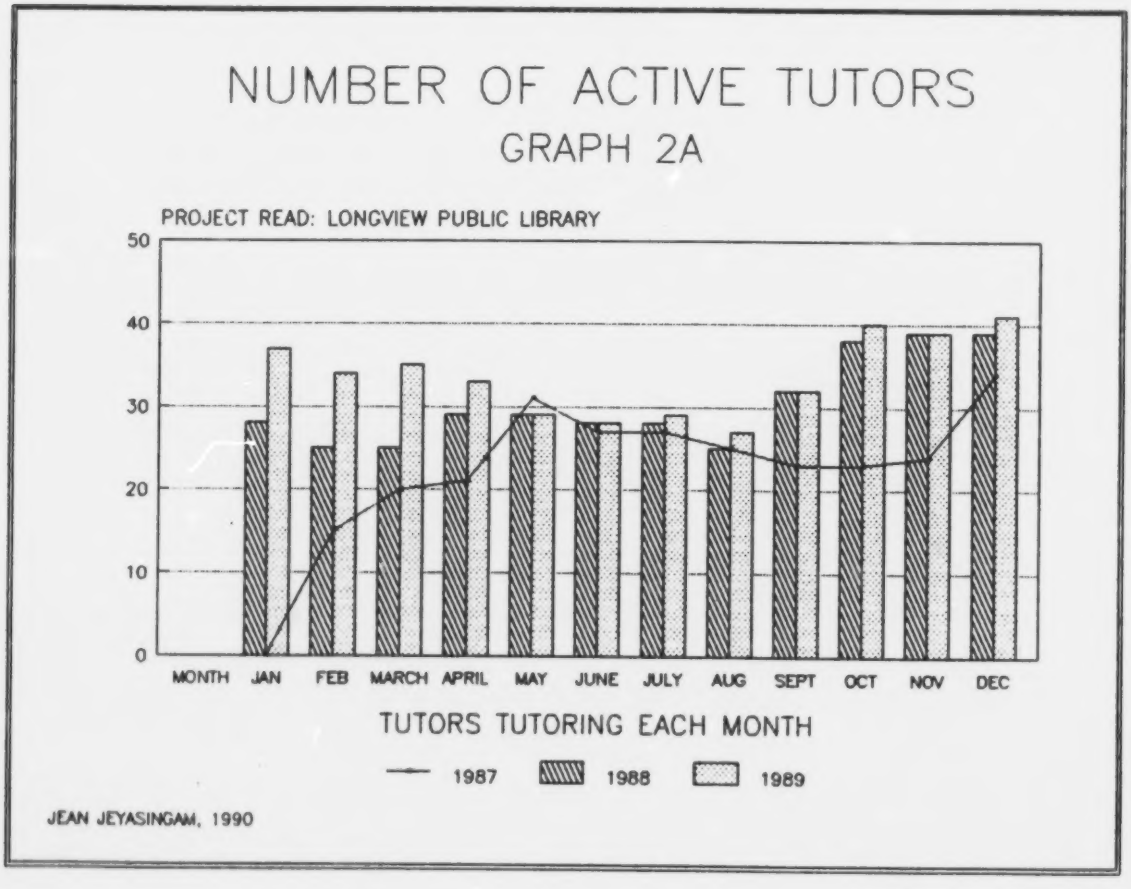
Also, of those who tutored for less than six months:

- Thirty seven percent were work study tutors from LCC who were completing their studies at LCC or who were dropping out of college for different reasons.
- Ten percent went on vacation after spending more than six months in the program. Most of these are on our waiting list.
- Eight percent just started in our program.

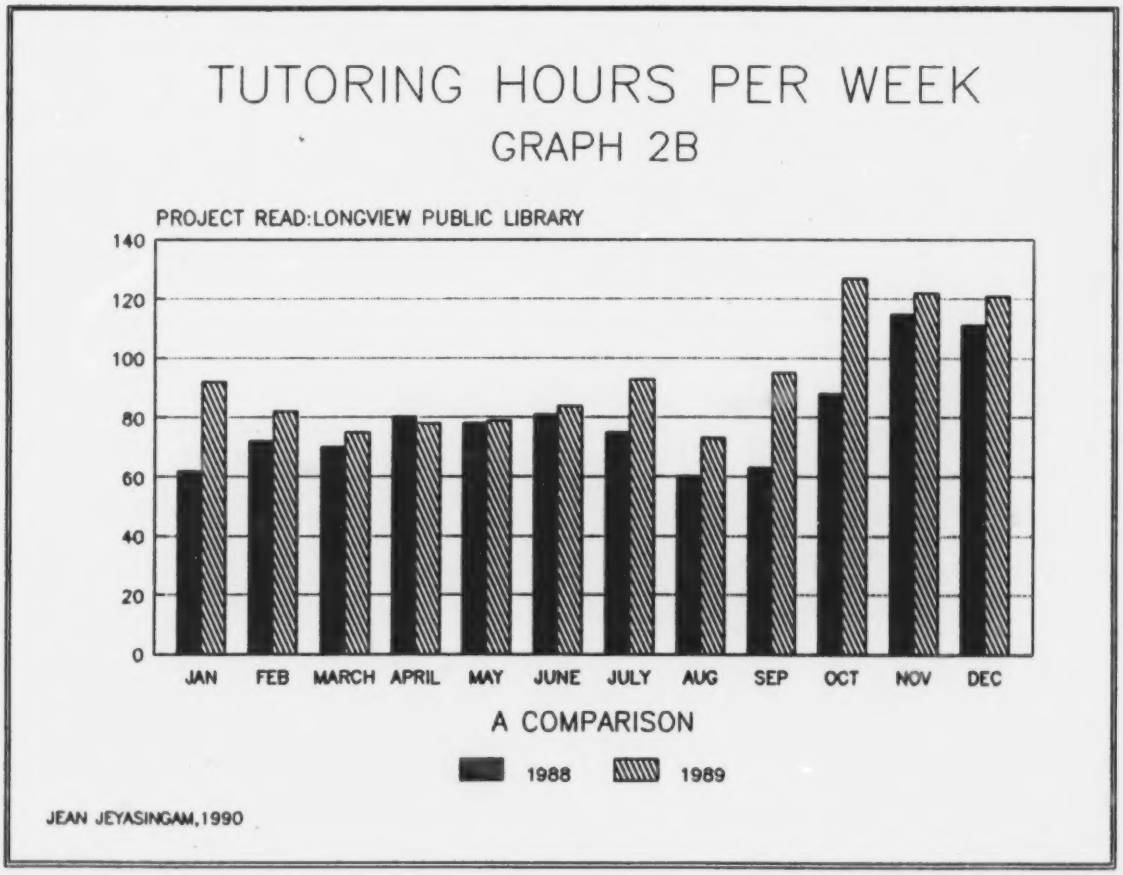
Level of Tutoring Activity During the Year

Project Read has maintained a steady level of tutors in the program for the past two years. (See Graph 2A). A total of 71 tutors participated in the program during 1989. The number of tutors tutoring per week varied between 27 (in August) to 41 in December. During 1989 the average number of tutors tutoring each week was 34. In 1988 the average number of tutors tutoring each week was 30. The present facilities at Longview Public Library can accommodate only 30 to 34 tutors each week.

In 1988 the number of hours being tutored each week fluctuated between 60 to 115 hours per week, whereas in 1989 the number of tutoring hours per week fluctuated between 73 and 127 hours per week.

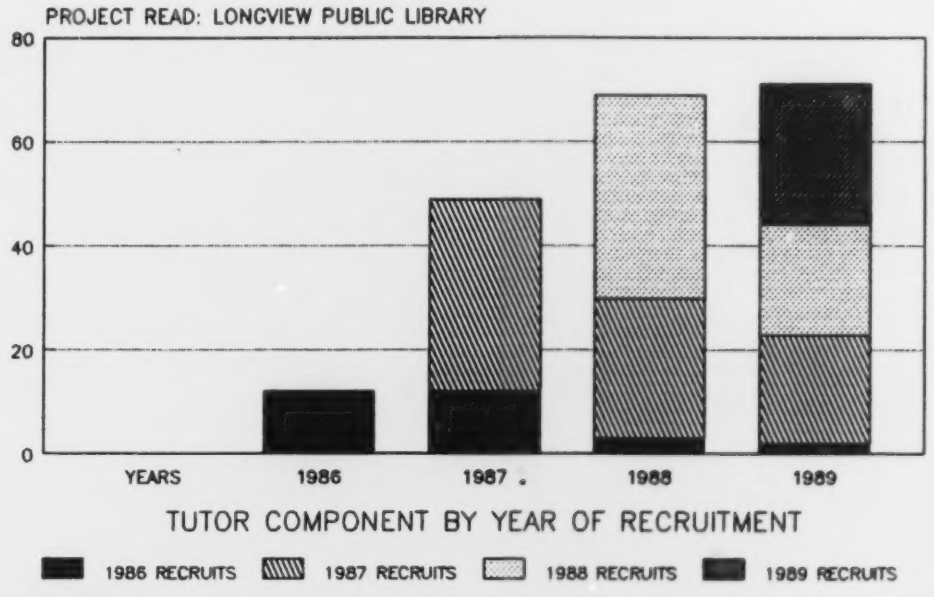


A glance at Graph 2B also shows a similar trend in the monthly fluctuations each year. Tutoring activity falls during the summer months, makes a recovery at the start of the school year in early fall and peaks right after LVA training in October. In contrast to the peak at the end of the year, three particular months show a downward trend in tutor activity - March, May and August. Work Study tutors usually terminate their activities during these months. Moreover, volunteer tutors, who are retired from active employment, and learners who are parents of children in school, tend to take their vacations during the summer and early fall.



TUTOR COMPONENT: A COMPARISON

GRAPH 3



Tutor Composition

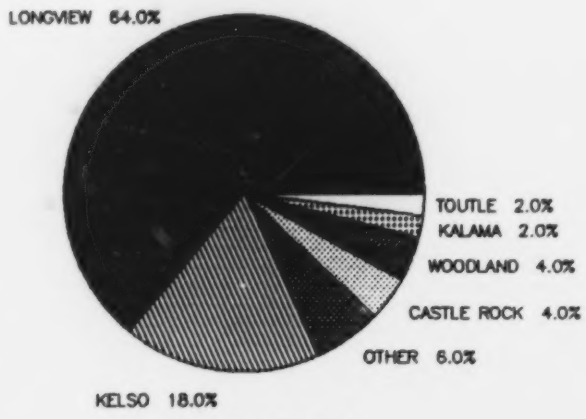
As mentioned earlier, our tutor retention has been very good. Graph 3 gives a clear picture of the composition of the tutor component each year. For actual figures see Table 1.

Tutor Residence

For the past three years ninety four percent of our tutors have resided in Cowlitz County, with Longview having the largest number of tutors.(See Graph 4).

AREA OF RESIDENCE: TUTORS

GRAPH 4



1989 TUTORS

PROJECT READ.LPL.Jean Jeyasingam,1990

Tutor Occupation and Age

Tutors from all walks of life, vocations and careers participated in our program. There seems to be no clear pattern in terms of any particular career or age group that would be more likely to tutor adult learners. On the average it can be said that the majority of our tutors are between the ages of 25 and 59 and are either employed or full time students. Retirees are the third largest group in our tutor component and account for one fifth of our tutors. See Graph 5.

Tutor Utilization

Project Read utilizes both volunteers and work study tutors in the program. The majority of our tutors, at any given time, are volunteers. The turnover of work study tutors is comparatively high. Work study tutors averaged

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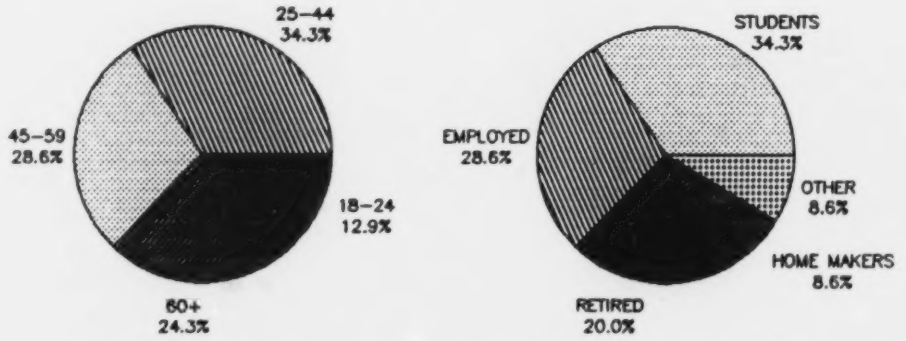
1989 TUTORS: AGE AND OCCUPATION

GRAPH 5



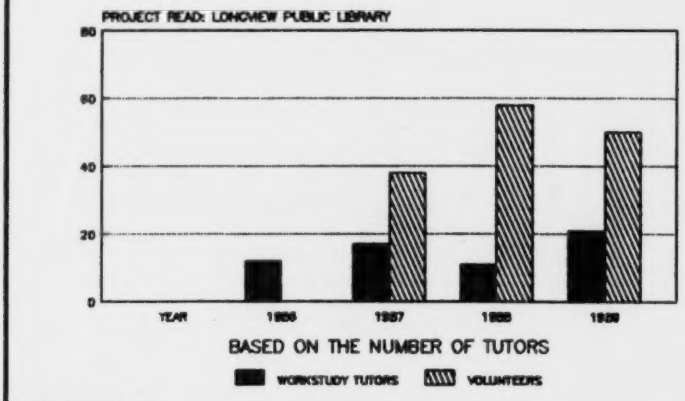
TUTOR AGES

TUTOR OCCUPATIONS

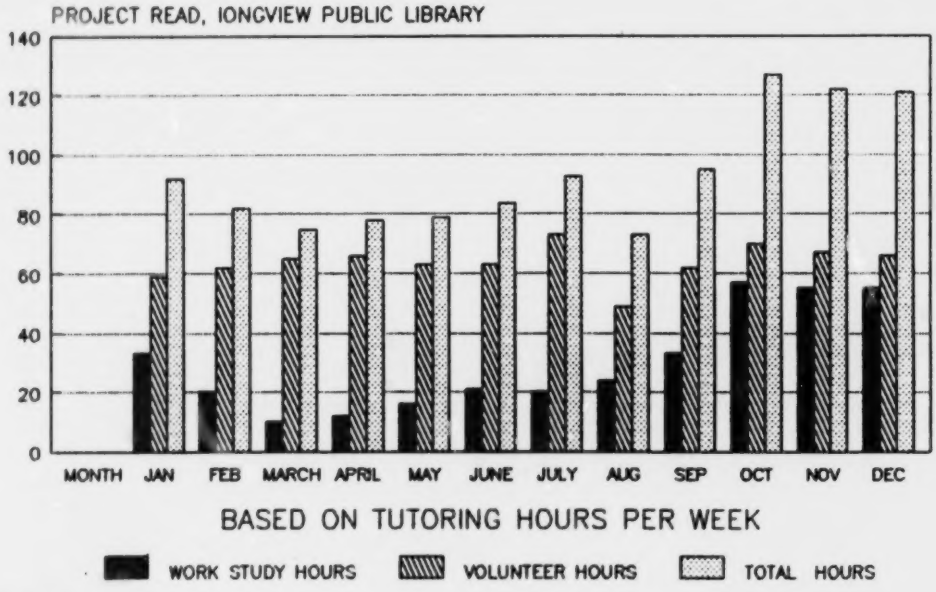
PROJECT READ, LPL: Jean Jeyasingam,1990

about one-third of the total tutor component In 1989. Graph 6 compares the utilization of volunteer and work study tutors in the past three years and shows the ratio between the two. The increased volunteer tutor activity in 1988 reflects our tutoring efforts in the outreach areas and our heavy reliance on volunteers for that project. Graph 7 shows the fluctuations in tutoring hours month by month, during 1989, and identifies the number of tutoring hours that each category has contributed to the program. The number of tutoring hours , plotted on the graph for each month are actually the number of hours tutored in a typical week for that month.

TUTOR UTILIZATION: A COMPARISON
GRAPH 6



TUTOR UTILIZATION: 1989
GRAPH 7



Tutor Training

There were six tutor training sessions during 1989. Two of these training sessions were LVA (Literacy Volunteers of America) Tutor Training sessions conducted by George Dennis at Lower Columbia College, one in February and the other in October.

The other four workshops were two orientation/mini workshops and two Open Court workshops conducted by me in the Longview Public Library. Table 2 shows the number of tutors involved in each type of tutor training during the past three years and Table 3 compares the number of tutors involved in the different phases of tutor activity at Project Read

TABLE 2
Tutor Training

Year	LVA	Phonics	Mini Workshop	Tutor Orientation	Total Trained	Number of Workshops
1986	13	-	-	-	13	1
1987	49	21	22	43	71	16
1988	28	26	4	24	51	8
1989	32	17	14	13	48	6

TABLE 3
Tutor Activity Summary

Year	Number of Inquiries	Number of Tutors Trained	Tutors Active*	Total Active@
1986	13	13	12	12
1987	98	71	37	49
1988	89	51	39	69
1989	56	48	27	71

* Tutors who were trained during that particular year
@ Total number of tutors who were active during the year

During the past three years tutors have requested additional training sessions in specific tutoring techniques. As our program expands and as we serve more and more non-readers with very specific and varied needs, it becomes more urgent for us to provide frequent training to help tutors serve these clients better.

Phonics workshops cover a variety of phonics methods including the Open Court reading program and the Spaulding's Writing Road to Reading.

Mini Workshops usually run three to four hours for each session. If a mini workshop is held over a month before, or over a month after the LVA Training, the training includes a detailed explanation of LVA techniques as well as an orientation component. A Mini Workshop usually consists of a review of LVA techniques, an introduction to and a detailed explanation of other techniques with some hands on experience and an explanation of the Tutoring Process at Project Read.

A Tutor Orientation session usually lasts 2-3 hours. Tutors are given a broad overview of the program. The intake process is described followed by a review of LVA techniques. New techniques are introduced and the session usually ends with tutors walking through the Project Read area, familiarizing themselves with the materials available in the program and in the library. Sometimes it takes more than one session to do either a Mini Workshop or an Orientation session.

See Appendices 1, 2, and 3 for an outline of the process, and outlines of the training sessions held at Project Read.

Tutor Consultation

The type of tutor workshops presented have been frequently based on what tutors have requested at the orientation sessions. In 1989 we were able to gather more information from the tutors at Tutor Consultation Sessions that were arranged with individual tutors. The tutors usually shared their problems or successes with me at these sessions and a Tutor Consultation form and a Needs Survey form were filled out.

There were thirty three tutor consultation sessions involving thirty tutors during 1989. (Twenty five volunteers and five work study). These tutors tutored 46 learners during the year. English is a second language for one fifth of the learners.

More than half the tutors surveyed (53%) felt they needed more training. Some of the areas tutors felt they needed more training, in order of priority , were:

1. Tutoring Activities.
2. Phonics.
3. Assessing Student Needs.
4. Teaching Reading Skills.
5. Teaching Writing Skills.
6. Teaching Grammar.

Most of the tutors spent a majority of their time in teaching reading skills. Some of the other areas mentioned were writing skills, penmanship, grammar, survival skills, vocabulary building, spelling and counselling. Tutors who had second language learners spent their time teaching reading skills, conversation and pronunciation.

In order to make better use of the valuable information generated by these two forms a series of appendices have been added to this report. Each appendix analyses one question on the forms. Appendices 4 through 15 analyzes all the information on both the forms:

1. Appendix 4: An Analysis of How Tutor Time is Spent.
2. Appendix 5: Tutor Training Needs.
3. Appendix 6: Listing of Assistance Rendered By the Coordinator.
4. Appendix 7: Listing of Assistance Requested.
5. Appendix 8: Special Needs of Learners.
6. Appendix 9: Materials Currently Being Used.
7. Appendix 10: Tutoring Activities that Tutors Enjoy.
8. Appendix 11: Main Tutor Objectives for Tutoring.
9. Appendix 12: Learner Progress noticed by Tutors.
10. Appendix 13: Learner Problems as perceived by Tutors.
11. Appendix 14: What Tutors felt they Needed to be more Effective.
12. Appendix 15: Follow Up Action: Tutor decisions as a result of the Consultation.

Computer Use in Tutoring

One of our goals for 1989 was to increase the use of computers in our literacy efforts. In 1988 three percent of our tutors used our computers and software programs with four percent of our learners. In 1989, 21% of our tutors tutored 27% of our learners using our computer software programs as part of their tutoring efforts. Graph 8 reflects this increase in computer usage and the trends each month based on the number of sessions each month. Table 4 summarizes the computer usage and identifies the number of sessions and the number of learners and tutors participating. Table 10 lists the programs that were used during the year.

Work study tutors are quicker to use the computer compared to volunteers but once volunteers are trained they tend to use the computer with greater frequency and for longer periods of time. Computer sessions last between 20 -45 minutes each time.

Tutor training in the use of the computer for tutoring has been held either in small groups, as part of the Tutor Orientation sessions, or one-on-one, with the tutor and learner meeting together with me. The latter procedure works well because we go through the process with material appropriate to the particular learner's needs. The one-on-one sessions have a 100% rate of success. Group training sessions have resulted in approximately 20 % success.

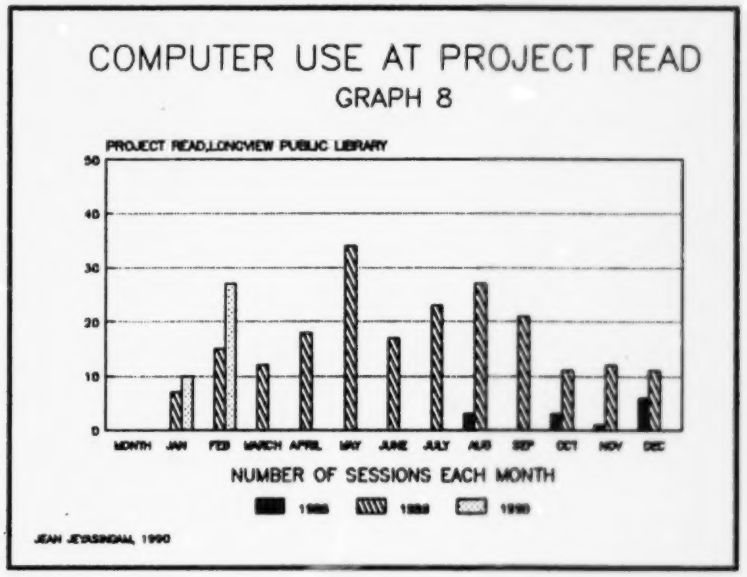


TABLE 4

COMPUTER USAGE AT PROJECT READ

MONTH	1988 TOTAL SESSIONS	TUTORS	LEARNERS	1989 TOTAL SESSIONS	TUTORS	LEARNERS	1990 TOTAL SESSIONS	TUTORS	LEARNERS
January	-	-	-	7	3	3	10	6	7
February	-	-	-	15	5	5	27	10	11
March	-	-	-	12	3	4			
April	-	-	-	18	6	6			
May	-	-	-	34	6	6			
June	-	-	-	17	5	8			
July	-	-	-	23	7	8			
August	3	2	2	27	5	8			
September	-	-	-	21	6	7			
October	3	1	1	11	3	4			
November	1	1	1	12	5	8			
December	6	3	4	11	4	8			

Tutor Terminations

Tutors left the program for a variety of reasons. Work study tutors usually left either because they needed more time to cope with heavy credit loads, or because they had completed their 2 year programs at LCC. Some work study tutors left because they dropped out of LCC programs for a number of personal reasons.

Volunteers usually left the program because of a change in work or vacation schedules or for other health or personal reasons. See Table 5.

TABLE 5
Tutor Drop Out Reasons

	1987	1988	1989
Moved	5	1	3
Personal	2	3	5
Vacation	-	-	4
No Time	-	-	4
Work Study Schedule	8	9	4
Health	3	1	2
Not Interested	11	7	-
Other	9	9	2
TOTAL	38	30	24

Tutor Achievements

We are encouraged by the number of volunteer tutors who have remained in our program since 1987. Fifteen of our volunteer tutors, who were recruited in 1987, are still tutoring in our program and four others have mentioned their interest in returning. Also, seven of our 1987 tutors are tutoring more than one learner in our program.

During 1989, Project Read tutors helped twenty five learners to make measurable progress. Ninety two percent of those reevaluated progressed by at least one grade level. One learner was also a tutor and she obtained her GED during 1989. Lila Talbut , our star learner-tutor, was an excellent example for her learner, who is now doing very well at LCC. Lila is now waiting for another learner.

Robert McNannay, an outstanding member of this community and one of our earliest 1987 tutors, spent at least 20 hours a week tutoring 4 learners for the program. Mr. McNannay was recently recognized by the State of Washington. He will be presented with the Governor's Award for outstanding volunteer service in Olympia in April, 1990. He was one of the pioneers in forming the Literacy Coalition and was president for the first year. He continues to serve on Literacy Coalition committees and is a stable influence on the literacy efforts in the county.

Other Project Read volunteer tutors have also helped in the Literacy Coalition. Marie Barham, a retired teacher, is currently tutoring two learners at Project Read. She is co-chairing the Recruitment Committee of the Literacy Coalition along with Connie Milne, another Project Read volunteer. One of her learners in now attempting to take regular college classes at LCC. Marie is currently helping two learners in the workforce.

Forrest Rhoads, a retired Chemical Sales Representative, is a volunteer tutor, who worked with two learners during 1989. He is very committed to the cause of literacy and is always ready to start tutoring as soon as he returns from his vacation travels.

Susan Eaton joined our program in 1986 as a work study tutor and helped in our initial door-to-door publicity campaign in 1986/1987. Susan continues in our program as a volunteer tutor and has been an asset to our program and an encouragement to a number of learners. She was constantly searching for appropriate materials for the very low level learner and found some very good phonics material for our program. Susan will be obtaining a degree in elementary education in 1990. See Appendix 16 for some of Susan's academic achievements.

Kirste Richards, a new graduate of Stanford University, was one of our younger volunteers. She's a charming, vivacious person and was matched with another young, enthusiastic woman (who was also a volunteer tutor). Kirste helped her learner to obtain her GED.

Georgann Allred, started as a workstudy tutor in 1987 and continues in our program as a volunteer. She intends to be an elementary school teacher and is attending a university in Portland for this purpose. Two of her learners showed progress on reevaluation.

Dick Mealy, a retired teacher and an enthusiastic volunteer tutor, helped his learner to improve his reading level as well as his self esteem. When Dick went on vacation another volunteer continued tutoring Dick's learner who is very enthusiastic about being tutored. Dick is now waiting for a new learner.

Marjorie Pitcher, Associate Planner for the County, and a volunteer tutor in our program has worked very conscientiously with her learner despite a very busy schedule. Her learner is very enthusiastic about the tutoring sessions and its good to hear the excitement in their voices during their tutoring sessions. Her learner has improved her reading skills and has also obtained a better job since starting with the program.

Bonnie Guy, Secretary at St.Mary's School, is our "saintly" volunteer. She has indefatigable patience and doesn't let unmotivated, unpunctual learners distract her from her purpose to help those who need the help. She has continued patiently despite the fact that some of her learners are possibly learning disabled and will take longer to show measurable progress. Bonnie's learners, however, have all shown improvement.

Cheri Naron was a work study tutor who had immense empathy for her learners. She was more than willing to work with learners having very low reading levels and did a super job in helping them to improve. She had to drop out of LCC for health reasons and is missed by all, especially her learners.

Betsy Nau, currently working in the nursing profession, has shown admirable zeal in her tutoring efforts. Her learner, who is actively employed, has advanced four reading levels in a very short period of time.

Rocky Naron was also a work study tutor when he started in our program but has since dropped out of LCC on account of new business pressures. However, Rocky continues as a volunteer tutor in our program. His past and present learners have all shown improvement. His current learner has a good job and is hoping his improvement will help him keep his job.

Naomi Fox,(retired from the nursing profession), is another of our untiring volunteer tutors. She went out of her way to tutor a 99 year old learner at his home. He was reevaluated and showed improvement and we are proud of both of them.

We were sorry to lose Ann Paxton who was a volunteer tutor for the past two years. We are glad we lost her to a worthy cause, the Red Cross.

Betse Judd Miller, who retired from administrative positions at the PUD and in the County, worked with second language learners who needed the gracious touch that is her forte. Betse is at present volunteering for other worthwhile causes in the community but has promised to return to our program.

The above mentioned tutors are just a very small sampling* of the wonderful caring and sharing that is interwoven in the very fabric of Project Read. It is this quality that draws our learners into the program. We feel very fortunate to have a team of such dedicated tutors, who are willing to serve in the program, year by year, in a very selfless manner. Their enthusiasm, empathy and patience have encouraged many learners to continue in the program till their objectives have been met.

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* There were seventy one tutors who tutored during 1989. Since it was not possible to write about every single one of them, those whose learners were reevaluated in 1989, were selected for mention in this report.

SECTION TWO

THE LEARNER COMPONENT AT PROJECT READ

1989

The learner component section analyzes learner activity during the year, summarizes learner demographics and provides information about learner reading levels and learner progress and reevaluations. Some case histories are added at the end of this section.

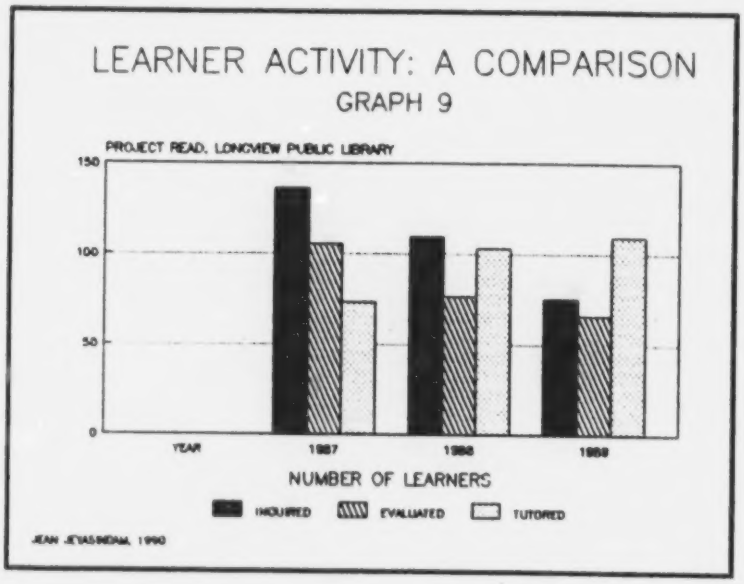
Learner Recruitment in 1989

There were no specific attempts made by the program to recruit learners. Though we had fewer learner inquiries in 1989 compared to the past two years, we progressively retained more learners in our program. See Graph 9 and Table 6.

TABLE 6
TOTAL NUMBER OF LEARNERS
(By Year of recruitment)

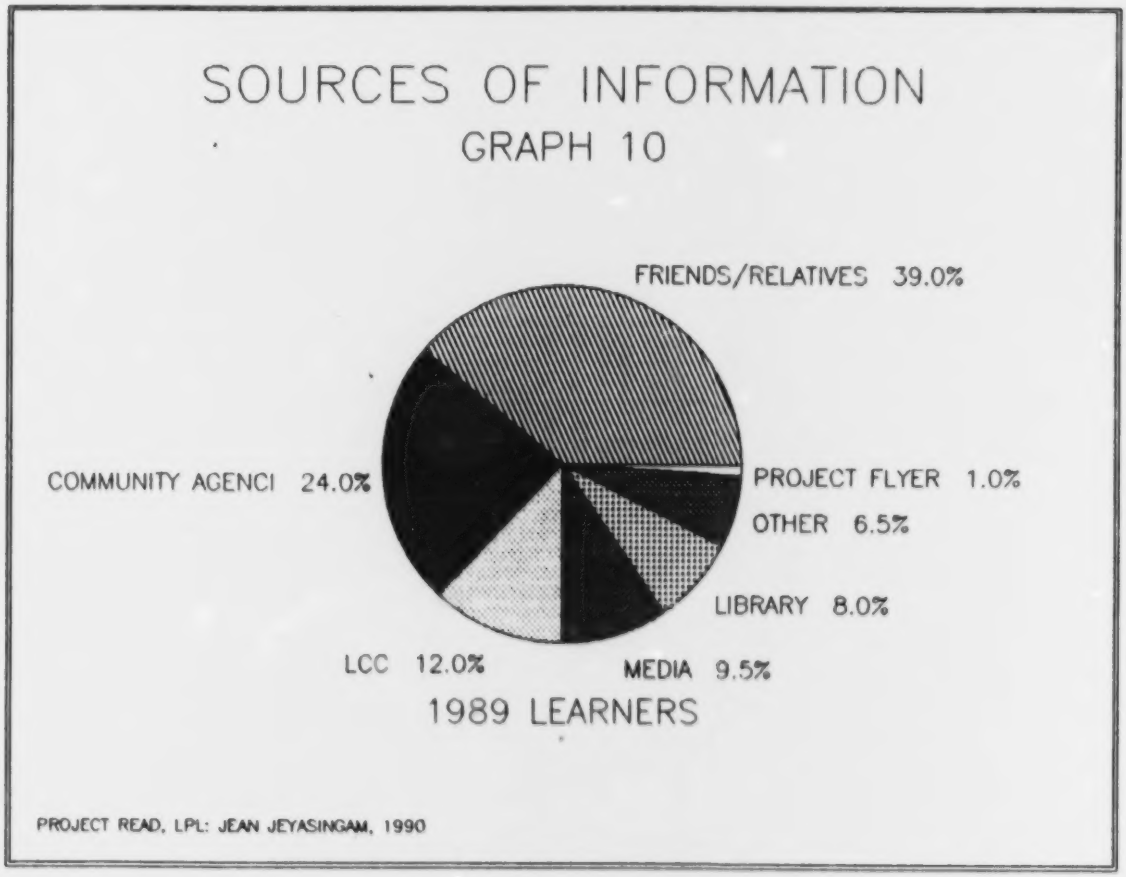
YEAR	1987	1988	1989	Total Number of Learners	Percentage Retention
1987	73	-	-	73	-
1988	37	66	-	103	50%
1989	27	37	45	109	62%

Table 6 indicates that our learner retention improved in 1989. In 1988 we retained 50% of our 1987 learners, but in 1989 we retained 62% of our 1988 learners.



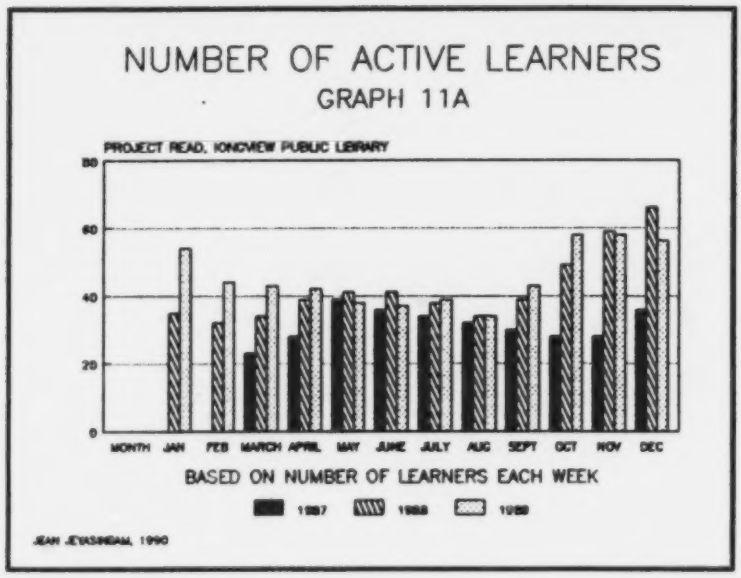
Sources of Information

Two fifths of our learners heard about Project Read from friends and relatives, and one fourth of our learners were recommended to us by community agencies. Community agencies include DSHS, WIN, CAP and Rehabilitation counselors. Other sources of information included LCC, the media, library staff and EJIC referrals. See Graph 10.



Level of Learner Activity during the year.

One hundred and nine learners were tutored during 1989. The monthly figure for learners varied between 34 and 58. The average number of learners per month was 45. Since tutoring activity is a common denominator for both the learners and tutors, the trends in Graph 2A and Graph 11A are similar except for the numbers.



Graph 9 shows the total number of learners who inquired during each year, the total number of learners who were evaluated during each year and the total number of learners who were tutored during each year. Table 7 shows the figures used to draw Graph 9.

TABLE 7
Learner Activity Summary

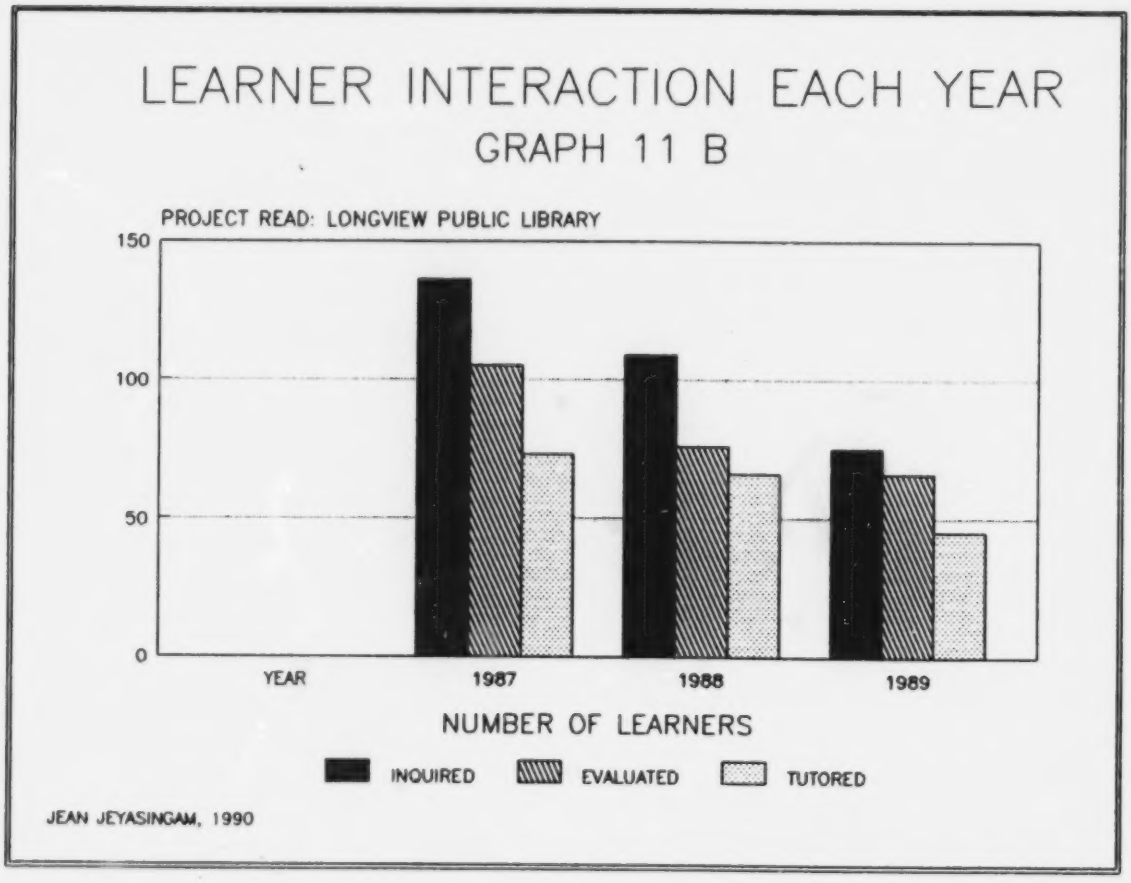
Year	Number of Inquiries	Number of Learners Evaluated	Learners Tutored	Total Tutored
1987	136	105	73	73
1988	109	76	66	103
1989	75	66	45	109

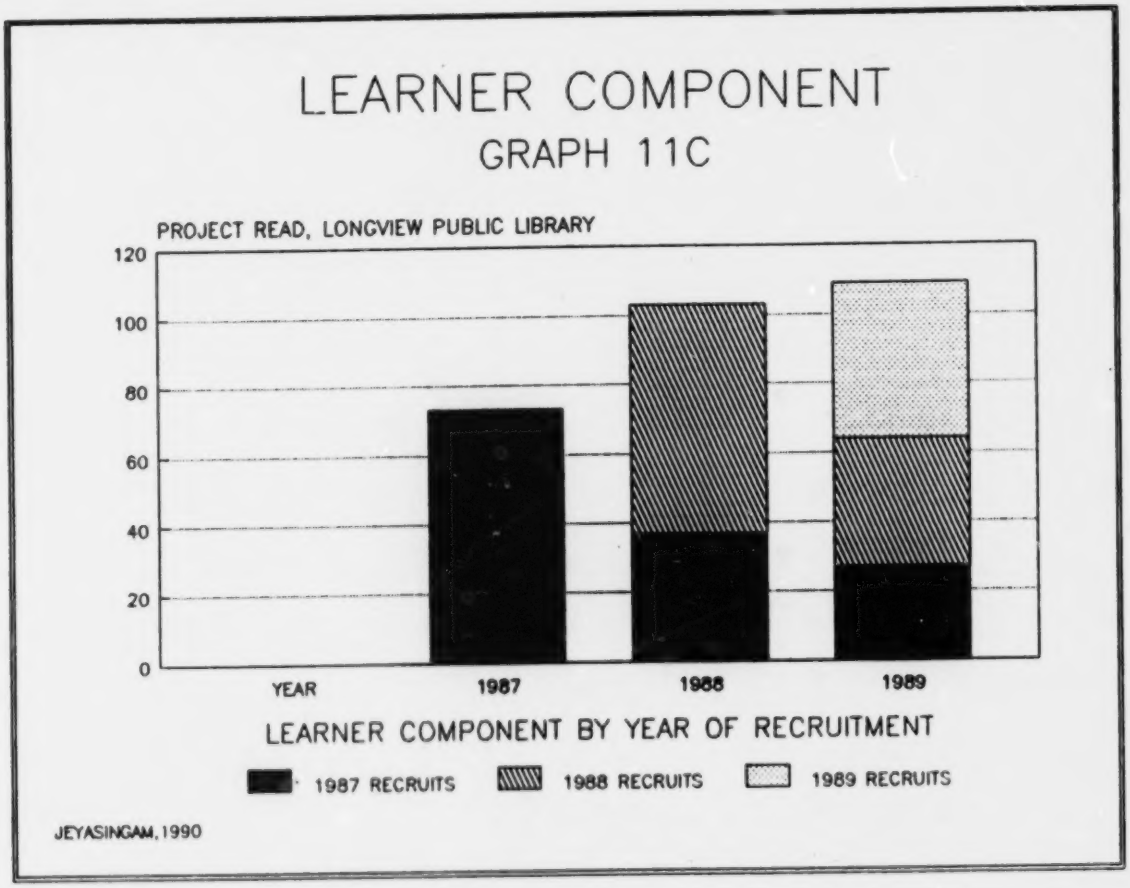
Table 7 summarizes learner activity for the past three years. For each year it shows how many inquired, how many were evaluated, how many of those evaluated during the year were tutored, and the total number of learners who were tutored during the year. This latter figure includes learners who were retained from the previous year or years.

Composition of the Learner Component

Graphs 11B and 11C show at a glance the composition of the learner component in terms of year of recruitment.

In 1987, the first year of our operation, seventy three learners were tutored. In 1988 the learner component consisted of 37 out of the 73 learners recruited in 1987 and the 66 learners who were recruited in 1988.(Total tutored in 1988=103) Similarly, the 1989 learner component consisted of 27 learners recruited in 1987, 37 learners recruited in 1988 and 45 learners recruited in 1989, bring the total to 109.





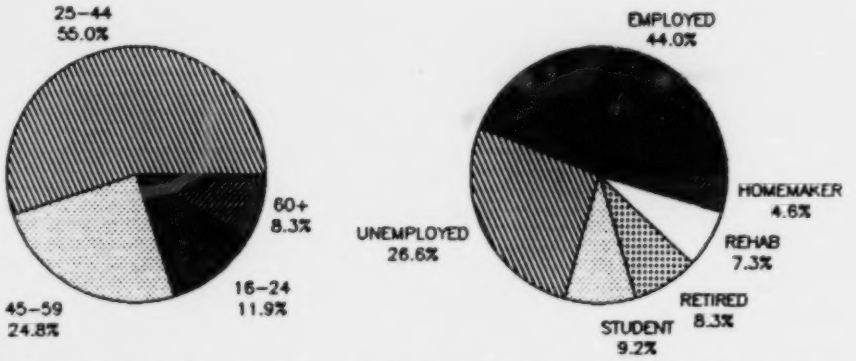
It is also interesting to note that on the average, each year, 60% of those who inquired or 70 % of those who were evaluated were tutored during the year. See Table 8 for actual percentages.

TABLE 8
Percentage of Inquiries and Evaluations Who were Actually Tutored

Year	Percentage of Learners who inquired	Percentage of Learners who were evaluated
1987	54%	69.5%
1988	60%	86.8%
1989	60%	68.0%

LEARNER AGE AND OCCUPATION

GRAPH 12



LEARNER AGES 1989 LEARNER OCCUPATIONS 1989

PROJECT READ, LPL: JEAN JEYASINGAM,1990

Learner Age and Occupation

Graph 12 shows the composition of the learner component by age and occupation. The statistics used for this graph were based on the total number of learners who were actually tutored in 1989.

Based on an analysis of the average number of learners in our program each month, the following generalizations can be made:

- 91% of our learners are below 60.
- 93% of our learners are of working age.
- 50% of those above 60 are also in the work force.

(Some of these figures overlap.)

The majority of our learners were employed and were at Project Read to improve their reading skills either to keep their jobs or enhance their chances to get a better job. A few of them wanted to be able to read enough to run their own businesses.

The unemployed category are those who are actively looking for a job and does not include home makers, retirees or students. Many of the unemployed are laid off from local businesses and are unable to secure employment again on account of poor reading skills.

Some in the rehabilitation category have been injured on jobs that require physical skills rather than reading skills and are now unable to do these jobs. They are hoping to acquire enough reading skills to obtain a job that does not require physical labor. Others in this category were those recovering from drug and alcohol dependence.

Based on an analysis of the average number of learners per month, the following conclusions can be drawn:

- 73% of our learners are in the work force.*
- 68% of our learners are men.
- 87% of the men in our program are in the work force.
- 35% of the women in the program are in the work force.
- 20% of our learners are actively looking for a job.

*The term "work force" includes the employed and the unemployed who are actively seeking work.

Besides an inability to read at a functional level, some of the other impediments to employment that have been identified are as follows:

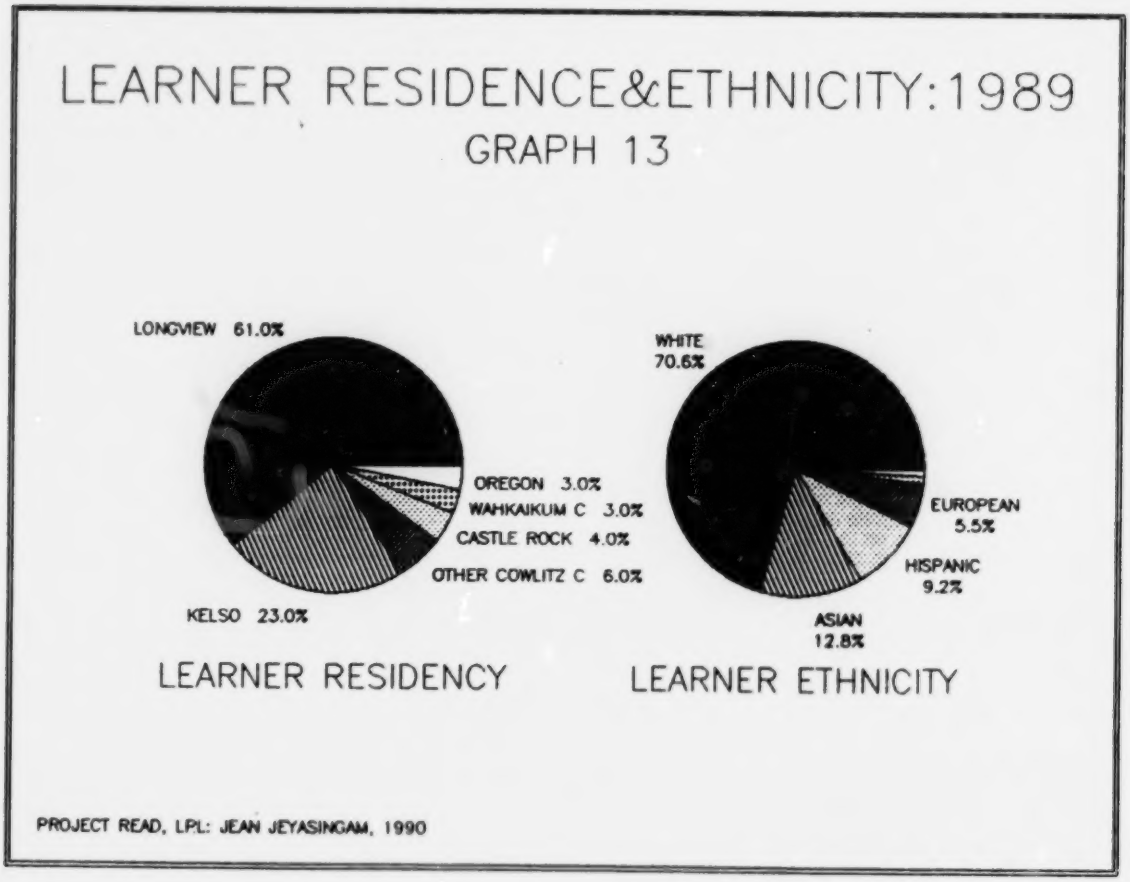
- 8% of our learners claim to be learning disabled.
- 1% of our learners were in work release programs.
- 4% of our learners claim a physical disability.
- 4% of our learners were recovering from drug and alcohol dependence.

Learner Residence and Ethnicity

Graph 13 clearly describes where our learners reside. Ninety four percent of our 1989 learner component resided in Cowlitz County. (Longview, Kelso, Kalama, Castle Rock, Toutle and Silver Lake.)

The majority of our learners are white by ethnic identity. (76.3%) There was one Black American and one Native American in our program in 1989. Less than one fourth of our learners were non English speaking.

The Asian and Hispanic components consisted of immigrants and refugees, all of whom were either actively employed or full time students. The Europeans were from Albania and Hungary. The majority of our non English speaking learners were interested in learning survival reading skills and American citizenship information.



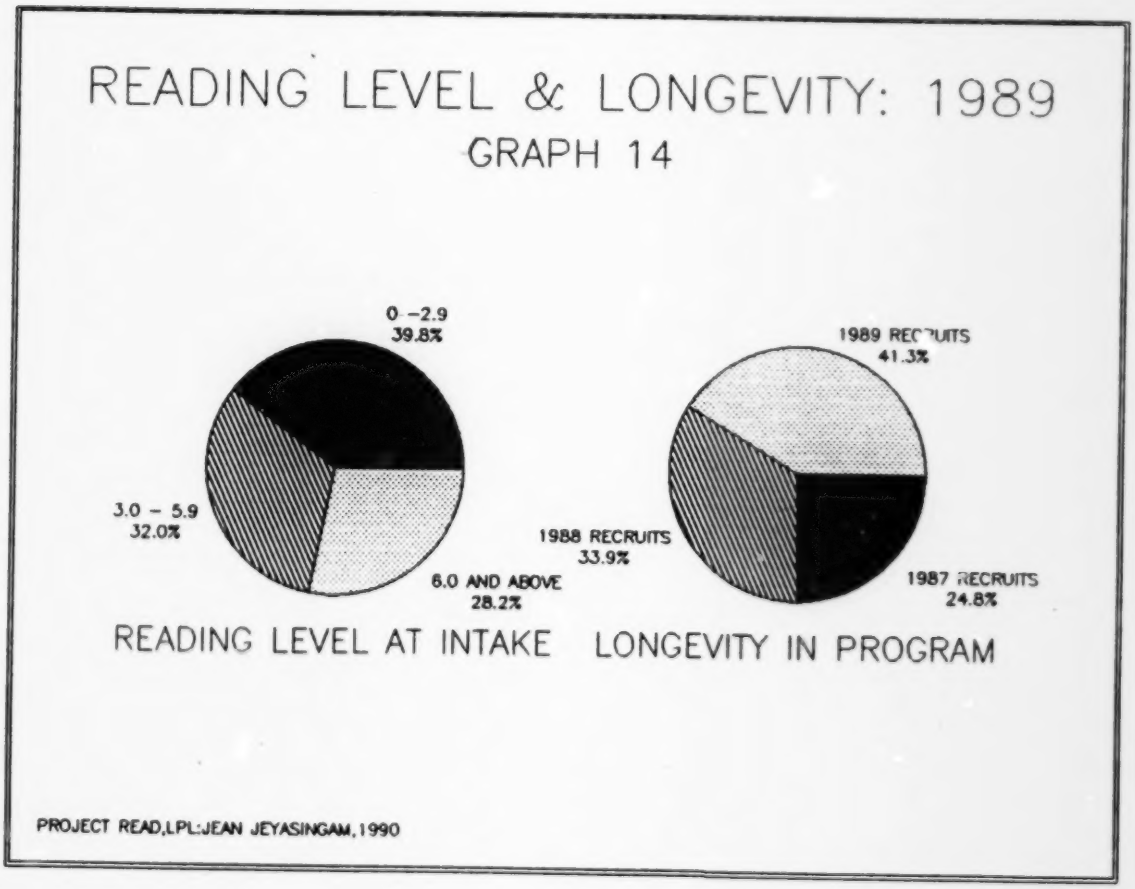
Learner Reading Level

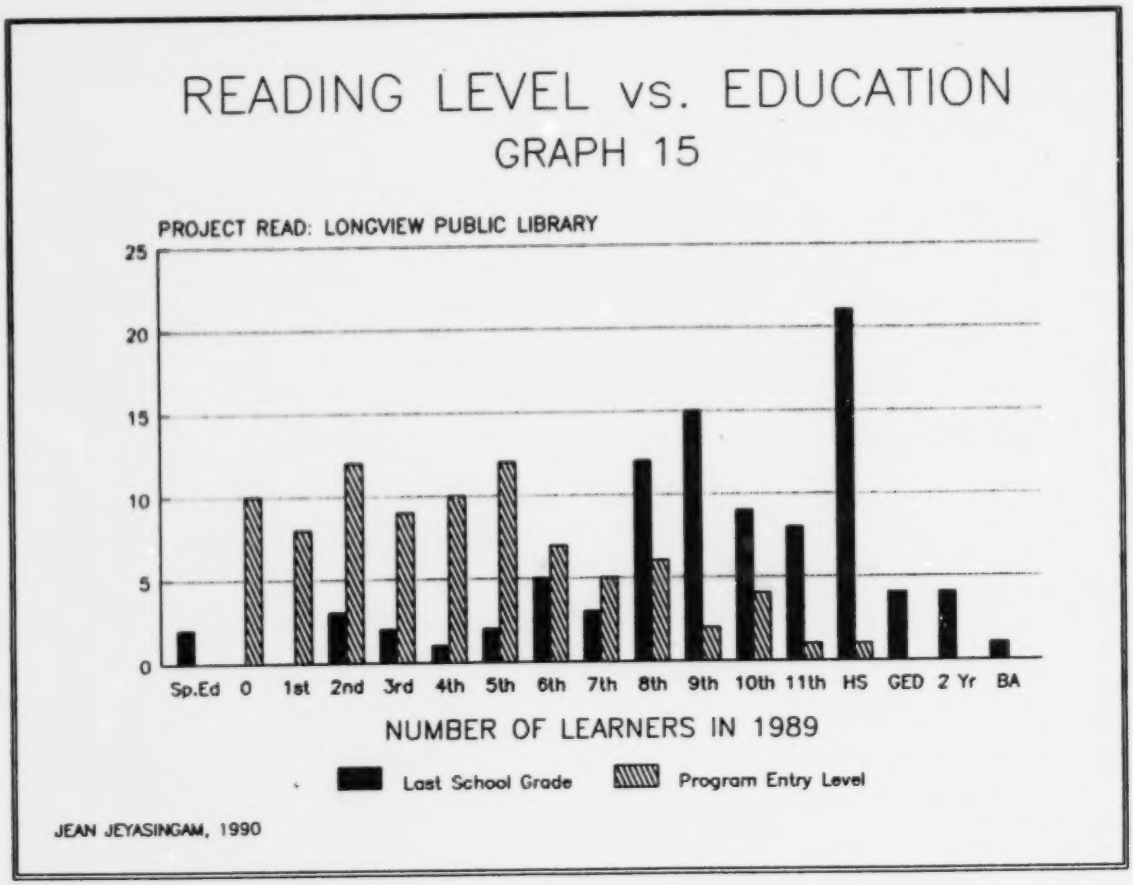
Graph 14 shows the percentage of learners in each of three reading levels. Seventy two percent of our learners tested below G L 6.0 at the intake process. An analysis of the seventy four learners who tested below G L 6.0 show the following trends:

- 73% were in the work force- 44% were employed
- 29% were unemployed
- 11% were physically or developmentally disabled

Twenty seven percent of our learners tested above G L 6.0 at the intake process. Of these -

- 27% were employed men who claimed they could read but not comprehend.
- 27% were institutionalized for drug and alcohol dependence.
- 12% were unemployed
- 34% were enrolled as students at LCC.





For a comparison of learner levels when they left school and their reading levels when they entered our program see Graph 15. Some of our findings are as follows:

- 65% of our learners claimed to have left school at G L 6.0 or above.
- 20% claimed to have graduated from high school.
- all the college level learners and 28% of those with high school diplomas were second language readers.
- 2% of our learners were special education students at school.

On the other hand, an analysis of our entry level scores indicated:

- 70% of our learners tested below G L 6.0.
- 34% of our learners tested below G L 3.0.
- 20% of our learners tested G L 1.0 and below.
- 11% of our learners had no reading or writing skills.

Learners and Computers

Thirty one learners used computer software programs with their tutors in 1989. This means 27% of the total number of learners who were tutored in the program in 1989 used the computer, compared to 4% in 1988. See Table 4 on page 19 for a view of the monthly usage.

The programs that were used and the frequency of their usage can be seen in the following table:

TABLE 9
Software Programs used by Learners at Project READ in 1989

Program	Skill Focus	G.L.	Usage*
Beginning Consonants	Beginning Sounds	Primer	4
Cause and Effect	Reading Comprehension	3-4	1
Compound Words	Vocabulary	1-2	6
Contractions	Vocabulary	1-2	8
Core Reading	Reading/Vocabulary	1-3	11
Dilemma	Reading Comprehension	2-5	2
Fact or Opinion	Reading Comprehension	3-6	2
From ABC-XYZ	Alphabetizing	Primer	11
How to Read for Everyday Living	Reading Comprehension	4-5	1
Memory Match	Memory and Retention	1-5	8
Montana Reading Prog	Diagnostic Teat		1
Parts of Speech	Grammar	4-6	26
Prereading/Counting	Alphabet/Number Recog	Pre-primer	4
That's My Job Level 1	Reading Comprehension	2	1
Vocabulary Pak	Vocabulary development	2-6	42
Word Families	Word Building	1-3	4
Word Families 2	Word Building	1-3	1
Word Processor	Word processing		1

* Number of sessions the particular software program was used by learners at Project READ.

Learner Terminations

Learners didn't usually give the tutors or the program much notice before terminating their tutoring activities. The number of learners who terminated their tutoring activities during the year was less than the total of those who returned and those who entered the program for the first time in 1989. This kept the number of those being tutored at Project Read, during the year, a fairly constant figure. (34 - 56 learners every week). Seventy six learners dropped out during the year. The reasons given for their terminations are as follows:

TABLE 10
Reasons for Learner Terminations

	Number of Responses	Percentage of Total
Job Related	14	18.5
Training in other programs	6	7.9
Learner Objectives Met	4	5.3
Moved	5	6.6
Lack of Transportation	2	2.6
Lack of Interest	4	5.3
Family Problems	4	5.3
Health	2	2.7
Scheduling Conflict	8	10.5
Miscellaneous	16	21.0
Unspecified	11	14.3

Learner Achievements: Success Stories in 1989

Twenty five learners were reevaluated and twenty three advanced by at least one grade level. Six learners advanced by two reading levels, two learners advanced four reading levels and one learner obtained the GED. See Appendix 17 for a list of tutors and the grade level reading improvement their learners showed on reevaluation.

LT*, a 29 year old woman, who left school at sixteen to get married and raise a family, joined Project Read and was able to obtain her GED. She was also a tutor in our project.

LM is a 54 year old unemployed man who was laid off from Weyerhaeuser. His objective in learning to read at Project Read was the hope that he could read better in order to get another job. He joined Project Read and is now back at work.

KJ, a 51 year old woman, was in special education programs during her school years. When she first came to our program she lacked motivation. Her first tutor worked very patiently with her for more than a year despite her sporadic attendance but was finally forced to drop KJ because of incresing pressure at work. This jolted KJ and she was soon pleading for another tutor. She constantly called and was asked to wait a couple of weeks for a tutor. She mentioned her anxiety to get another tutor to a postal clerk at the post office who happened to be one of our past tutors who immediately volunteered to come back into the program and tutor her. They have a very good tutoring relationship which includes computer learning and driving lessons too!

DM, a 59 year old unemployed male, couldn't get a job because of low reading skills. He entered our program to learn how to read in order to keep a small business going. After 73 hours of tutoring, his reading skills improved three reading levels he was able to get a full time job.

CH, a 25 year old woman, came to Project Read with fairly good reading skills but very low comprehension skills. She had a burning ambition to become a nurse and was working in a nursing home in a very low paying menial job. Her reading comprehension skills have moved up four levels and she was able to get a better job working for a community agency. CH is quite a poet and has contributed poems to our Project Read Newsletter. Her poems were also published in New Voices 1989.** See Appendix 21.

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* Initials of learners were used in the success stories to protect their anonymity.

** New Voices is a collection of writings by adult literacy students in Washington published by Washington Literacy.

MF, a 40 year old Hispanic woman, was tutored for a very short time before she obtained a part time community liason position with the Lower Columbia Headstart program.

SP, a 34 year old Asian mother, was tutored intensively by one of our experienced volunteers and is now attempting regular classes at LCC.

CN, a 29 year old woman with a cocaine addiction, nearly lost her baby last spring. As soon as she was released from hospital she joined DAPC's in patient program. A Project Read tutor, a DAPC graduate himself, worked with her while she was in the DAPC program, helping her to improve her reading and writing skills and motivating her to continue with her education. She graduated from the DAPC program in December 1989 and is now planning to go on to Lower Columbia College.

There were many success stories during 1989. Due to lack of space it is not possible to write about each learner.

SECTION THREE

1. OTHER ACTIVITIES AT PROJECT READ
2. CONCLUSIONS

1989

1. OTHER ACTIVITIES AT PROJECT READ

Project READ Newsletters.

Two newsletters were published during 1989. We hope to be able to publish at least two newsletters every year. Both of our 1989 newsletters are attached at the end of this report. See Appendicies 18 and 19.

Adult Literacy Conferences.

1989 seemed to be a year filled with workshops on various aspects of adullt literacy. Information from these workshops were most helpful in generating new ideas as well as confirming the strengths of our program. See Appendix 20 for a listing of these workshops.

Tutor/Learner Recognition.

Project Read usually organizes two " get-togethers" each year to honor and recognize our tutors and learners for their efforts and achievements. In 1989 we only managed to hold one for a variety of very valid reasons:

1. Diana Parry, the secretary/assistant of the program left about the time we should have begun planning for the event. It took a whole month to recruit our new secretary/assistant, JoanBeth Claypoole.
3. The death of the dearest of all mothers took the heart out of my festive feelings.
4. The Longview Public Library had to close its doors for a few days for painting the facilities and much effort was spent in moving and putting important papers in easily accessible areas.

Learner Progress Chart.

Learner progress is routinely charted on a form that we borrowed from one of the inventory programs we are using in Project Read. We decided to design a new form to reflect Project Read's unique needs. Diana Parry, the Secretary/Assistant at that time, spent much time and effort on printing the final form. A copy of this form is attached as Appendix 22.

2. CONCLUSIONS

Summaries of perfomances and achievements have been made throughout the report. These conclusions reflect what I would like to see happen at Project Read in 1990:

1.Computer Use in the Management of the Program.

Valuable data needs to be computerized in a more efficient manner. The Apple 2e has good educational programs for the learner and is user friendly for learners and tutors. The purchase of a Macintosh or an IBM computer will perhaps improve our data collection and report writing capabilities.

2.Tutor Consultations to be a Regular Feature of the Program.

The Tutor Consultation and the Tutor Needs Survey forms provided useful information to the Project and will help us in planning for 1990. The language used in two items on each form was not very clear and therefore caused some confusion in the tutor responses. These items will be rewritten for greater clarity.

3. Regular Training Sessions during the Year.

Based on the experiece of the past three years it would seem that more frequent training sessions and refresher courses throughout the year resulted in better tutor retention. Tutors are generally very enthusiastic about attending such training workshops. It is hoped that it will be possible to hold regular training workshops during the year which would include techniques, other than LVA, and comprehensive information on learning styles.

4. Program Evaluation.

There should be a regular evaluation of the program by learners, tutors, library staff and the community. Since the learners had to depend on their tutors to fill out the evaluations in 1988, it was not clear how to interpret the findings. We may need to administer this tool at reevaluation time, or make two forms, one for the tutor to administer and one for the coordinator or secretary/assistant to administer.

5. Tutor Sharing Sessions.

Some tutors have expressed a desire to meet with other tutors in the program in order to share and learn new techniques. This idea is worthy of our attention.

6. Other Activities.

Besides publishing two newsletters in 1990, and holding two learner/tutor recognition events during the year, a twice yearly letter of appreciation will be sent to our most valuable resource - our volunteers.

APPENDIX 1

THE TUTORING PROCESS AT PROJECT READ

PROCESS

Learners	Tutors
Publicity - 1. Friends 2. Relatives 3. Community Agencies	Publicity - 1. Media - Radio Television Newspaper
Inquiry	Inquiry
Application/ Interview	Application/ Interview
Evaluation	Orientation/ Training
Matched with Tutor	Matched with Learner Planning: discusses instructional program, techniques and materials with Coordinator for 1.5 hours.
Meets with tutor regularly	Meets with learner regularly
Re-evaluated after 30-40 hours or when leaving program. Progress is recorded.	Meets with Coordinator for ongoing help in any area with regular consultations where progress is discussed and changes made, if necessary.
Continuation with Tutor or Exit	Continuation with Learner or Exit

APPENDIX 2

PROJECT READ - LONGVIEW PUBLIC LIBRARY

TUTOR ORIENTATION: AN OUTLINE

1. Introduction
2. The Process
3. Testing and Diagnosis
4. Techniques:
   a. Review of LVA techniques
   b. The Spalding Method
   c. The Open Court method and materials
   d. Psycholinguistic method and materials
5. The Brigance Inventories
   a. Description of the material
   b. Using the material during tutoring
   c. Record keeping
   d. Tutoring to specific objectives
6. Materials available at Project Read and in the Library
7. Use of the computer
8. Paperwork required by the Project

APPENDIX 3

PROJECT READ - LONGVIEW PUBLIC LIBRARY

MINIWORKSHOP: AN OUTLINE

1. Introduction
2. The Process
3. Learner Profile
4. Tutoring Techniques: Description
5. Tutoring Techniques: Hands on Experience
6. Lesson planning
7. Recordkeeping in Project READ
8. Materials in the Project READ area:
   a. Books
   b. Tapes
   c. Software
9. Suitable materials in the Juvenile Section

APPENDIX 4

ANALYSIS OF HOW TUTOR TIME WAS SPENT IN 1989

Question: Estimate the approximate percentage of your tutoring time which is spend on the following activities:

SUBJECT	90%	80%	75%	70%	50%	40%	30%	25%	20%	15%	10%	5%
1. Conversation practice	-	-	-	1	1	1	-	-	6	1	8	4
2. Writing Skills	-	-	-	-	-	-	1	-	4	2	7	5
3. Reading	1	2	1	3	5	2	3	-	5	-	4	-
4. Grammar	-	-	-	-	-	1	-	-	-	1	8	3
5. Penmanship	-	-	-	-	-	-	-	-	-	1	2	4
6. Pronunciation	-	-	-	-	-	-	-	2	8	-	7	2
7. Survival Skills	-	-	-	-	-	-	-	-	-	-	4	2
8. Vocabulary Building	-	-	-	-	-	-	2	-	8	-	2	5
9. Counseling	-	-	-	-	-	-	-	-	-	1	-	-
10. Spelling	-	-	-	-	-	-	-	3	-	-	1	-

(Based on Tutor Needs Survey)

APPENDIX S

TUTOR TRAINING NEEDS

	SUBJECT	Most Needed 1	2	3	4	5	6	7	8	TOTAL NO. RESPONDING
1.	Conversation Techniques	2	-	-	-	-	1	-	-	3
2.	Tutoring Activities	5	4	2	-	-	-	-	-	11
3.	Assessing Student Needs	2	3	2	-	-	-	-	-	7
4.	Teaching Reading Skills	2	-	1	2	1	-	-	-	6
5.	Phonics	2	3	-	1	1	-	-	-	7
6.	Pronunciation	-	-	-	1	-	-	1	-	2
7.	Writing Skills	1	1	2	1	-	1	-	1	7
8.	Grammar	3	1	2	-	-	-	-	-	6
9.	Cross Cultural Information	-	-	-	1	-	-	-	-	1
10.	Lesson Planning	1	-	-	-	-	-	-	-	1
11.	Computer	1	1	-	-	-	-	-	-	2
12.	All areas	1	-	-	-	-	-	-	-	1

(Based on Tutor Needs Survey)

APPENDIX 6

PROJECT READ - LONGVIEW PUBLIC LIBRARY

ANALYSIS OF ASSISTANCE RENDERED

Question: What assistance or information, if any, have you received from the Literacy Coordinator?

Answers:

1. Many helpful ideas and materials
2. Support with learner
3. Direction in teaching practices
4. Whenever I have had a question the Literacy Coordinator has responded to my needs.
5. A complete course in phonetics with Jean helped in giving me a basic foundation.
6. Materials, workbooks, and wordlists
7. I have always received all the information and assistance I have asked for and needed.
8. Much, expecially for materials and techniques.
9. The books I use in tutoring are excellent.
10. Workshops, suggestions of materials and ideas to use.
11. Any questions I have on how to explain something I can get directly from her.
12. Help in lesson planning during the workshops.
13. Jean has good suggestions for keeping the learner on track.
14. She has helped me to become familiar with the materials that are available and she has given me helpful hints.
15. Training, materials, and guidelines for my students.
16. Everthing I asked for I received.
17. The phonics workshops and all the basic training.
18. Much helpful information and assistance has been available and advisory counseling as well.
19. Help in using Open Court and Brigance
20. Assessment of learner, two tutor workshops, responsive to needs.
21. She is always there to answer questions and give ideas.
22. I have learned that I need to be more organized than I am.
23. Consultation.
24. Helping determines a course of action; selecting the tools for the course.

(Based on the Tutor Needs Survey)

APPENDIX 7

PROJECT READ - LONGVIEW PUBLIC LIBRARY

ANALYSIS OF ASSISTANCE REQUESTED

Question: What kind of further assistance or information do you need from the Literacy Coordinator?

Answer:

1. Continued help with new materials and techniques (4)
2. Lesson planning (2)
3. Further mini-courses on all aspects of tutoring
4. Help getting started with a new learner.
5. Ongoing support is valued and always seems available.
6. Assistance as the need arrives.
7. I need to take more advantage of some of the workshops that have been available to me.
8. Evaluations and consultation on choosing work materials.
9. Guidance on assessing problems with learning disabilites.
10. Anything is helpful.
11. More classes, more teaching.
12. I need to learn more learning techniques.

Question: What further assistance, information, or resources would help you in your tutoring?

Answer:

1. Lesson planning
2. More materials
3. Periodic continued training and review of tutoring skills
4. New information and techniques
5. Need more books
6. Some computer training
7. To know more about the materials available and where they are.
8. I believe the resources available to me are extensive.
9. Jean Jeyasingam has provided for all needs I understand, and has often anticipated needs.
10. More time to prepare
11. Workshops are always helpful if not too long during one class.
12. The program is quite sufficient.
13. Direction in where to go with the student - how to progress
14. Patience
15. More time with my student

(Based on Tutor Needs Survey)

APPENDIX B

PROJECT READ - LONGVIEW PUBLIC LIBRARY

SPECIAL NEEDS OF LEARNERS

		No. of Responses
1.	Spelling help	5
2.	Self-confidence	3
3.	Grammar	2
4.	Slow repetitive lessons	2
5.	Sensitivity in a tutor	1
6.	More regularity	1
7.	To be less self-conscious	2
8.	Second language learner	2
9.	More encouragement to read at home	3
10.	More vocabulary	1
11.	Pronunciation	1
12.	A support system	1
13.	English conversation	3
14.	Help with verb tenses	1
15.	Basic knowledge of reading	2
16.	Basic phonics	1
17.	To be able to write	1
18.	To improve diction	1

(Based on Tutor Consultation Form)

APPENDIX 9

PROJECT READ - LONGVIEW PUBLIC LIBRARY

MATERIALS CURRENTLY BEING USED BY PROJECT READ TUTORS

		No. of Responses
1.	Dolch List	12
2.	Steck-Vaughn Adult Reading Series	6
3.	Steck-Vaughn Money Management	1
4.	Steck-Vaughn Finding a Job	1
5.	Red Brigance	6
6.	Dictionary	1
7.	Library books	10
8.	ST Spelling List	6
9.	Newspapers	2
10.	Spelling Rules	2
11.	Read On	4
12.	Spalding Program	8
13.	Word Power Programs	1
14.	Open Court	7
15.	GED Writing Skills	1
16.	The Reading Teacher's Book of Lists	1
17.	Read-a-longs with stories and crosswords	1
18.	Pictionary cards	1
19.	Teaching Through Poetry	1
20.	Blue Brigance	4
21.	Tutor Packet	1
22.	Our Government	1
23.	S/V - Reading Skit Brown Book	1
24.	LVA Tutor	3
25.	Welcome to English (ESL Text)	1
26.	Interactions (ESL Text)	1
27.	Tutor-made materials	
28.	GED preparation materials	
29.	AlphaPhonics	3
30.	Vocabulary Flashcards	1
31.	Dolch Classics	1
32.	See How It Grows	1
33.	See How It's Made	1
34.	Simpliphonics	1
35.	Tutor Resource Sheets	2
36.	McGuffy Readers	1
37.	Bible Stories	1
38.	Steck-Vaughn Comp. Skills	3
39.	Cracking the Code	2
40.	Sign Words	1
41.	Reader's Digest	2
42.	Cowlitz County Quarterly	1
43.	U.S.. History (lessons)	1
44.	Citizenship Info.	1
45.	LABEL	
46.	Pronouncing American English	

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47. Pulp and Paper Magazines

(Based on Tutor Consultation Form)

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APPENDIX 10

PROJECT READ - LONGVIEW PUBLIC LIBRARY

ENJOYABLE TUTORING ACTIVITIES

		No. of Responses
1.	All aspects	9
2.	Personal contact	1
3.	Writing LEA stories	6
4.	Listening to learner reading	3
5.	Reading/Compre activities	9
6.	Phonics in pattern	2
7.	Read On activities	1
8.	Teaching grammar	1
9.	Teaching spelling	1
10.	Helping with phonics	1
11.	Bi-lingual activities	1
12.	Oral interactions	6
13.	Seeing their progress	1
14.	Using the computer	1
15.	Being able to help and encourage the learner	1
16.	Being able to perceive, understand and progress	1

(Based on Tutor Consultation Form)

APPENDIX 11

PROJECT READ - LONGVIEW PUBLIC LIBRARY

MAIN OBJECTIVES OF TUTOR

		No. of Responses
1.	To enjoy reading	3
2.	Communicate with others	1
3.	To be able to write	4
4.	Help learner to achieve	1
5.	Increase reading skills	9
6.	To help learner function better in the mainstream of American life	1
7.	Increase sight vocabulary	2
8.	To be able to sound out words	3
9.	Increase vocabulary	3
10.	Basic literacy and reading skills	1
11.	To help learner obtain GED	1
12.	To improve proficiency in all language arts areas	1
13.	To read newspapers comfortably	1
14.	To have reasonable and realistic goals	1
15.	To keep learner from getting discouraged	1
16.	To improve spelling skills	5
17.	To achieve greater fluency	6
18.	To encourage participation in the community as a citizen	2
19.	To develop work attack skills	1
20.	To fulfill their interest in the Bible	1
21.	For learner to feel satisfied	1
22.	To prepare learner for college	1
23.	To see each of them function as they should	1
24.	To develop confidence in speaking (better articulation and pronunciation skills)	1

(Based on Tutor Consultation Form)

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APPENDIX 12

PROJECT READ - LONGVIEW PUBLIC LIBRARY

LEARNER PROGRESS THAT TUTORS NOTICE

		No. of Responses
1.	Improvement in reading skills	15
2.	Regular attendance	1
3.	Likes tutoring	1
4.	More confident	7
5.	Better communication	2
6.	Better rapport	1
7.	Better pronunciation (ESL learner)	1
8.	Increasing vocabulary	3
9.	Enjoying reading	1
10.	More responsible	1
11.	Beginning to absorb spelling rules	1
12.	Increased decoding ability	1
13.	Sees the importance of being regular to improve her skills	1
14.	Writing letters to children	1
15.	Helping children to strive for good reading skills	1
16.	Stability in tutoring sessions	1
17.	More at ease	1
18.	Sounding out terminal letters better	1
19.	Has a wide variety of skills	1
20.	Is very well informed	1
21.	Better attitude	1
22.	Improved spelling	1
23.	Good attendance	1
24.	Less pauses between words	1

(Based on Tutor Consultation Form)

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APPENDIX 13

PROJECT READ - LONGVIEW PUBLIC LIBRARY

LEARNER PROBLEMS THE TUTORS IDENTIFIED

		No. of Responses
1.	Spelling	1
2.	Pronunciation	4
3.	Inflexible Awkward schedule	3
4.	Problems using correct grammar	3
5.	Bad phonetic habits	6
6.	Distracting behavior	1
7.	Easily distracted	1
8.	Typical "welfare" mentality	1
9.	Low self esteem	1
10.	Lacks confidence	2
11.	Lack of perserverance	1
12.	Previous drug problem may have caused brain damage	1
13.	Attendance	3
14.	Cultural deprivation	1
15.	Family problems	1
16.	Emotional problems	1
17.	Problems reading short words	1
18.	Dyslexic	1
19.	Full time job	1
20.	Leaves out prepositions	1
22.	Learning disabled	3
23.	Poor attitude	1
24.	Problems in writing expression	1
25.	Sudden loss of memory while reading familiar words	1
26.	Poor writing skills	2
27.	Stroke victim	1
28.	Loss of concentration	1
29.	Too hard on her/himself	3
30.	Doesn't know the alphabet	1
31.	Inattention due to shortage of sleep	1
32.	Speech problems	2
33.	Problems comprehending material	4
34.	Personal problems	1

(Based on Tutor Consulaltion Form)

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APPENDIX 14

WHAT TUTORS FELT THEY NEEDED TO BE MORE EFFECTIVE

		No. of Responses
1.	More ESL materials	2
2.	More conferences with the Coordinator	2
3.	To be more firm with the learner	1
4.	More extensive training in specific areas	3
5.	A teaching degree	2
6.	Time management techniques	1
7.	More regularity on the learner's part	3
8.	To be more caring	1
9.	Computer training	1
10.	Computer orientation	2
11.	Techniques to motivate learner to do more reading at home	1
12.	More skills to teach English	1
13.	To know what progress is being made	1
14.	To find more material that can help her	1
15.	How to proceed with learner's good reading skills	1
16.	Help in teaching grammar and writing skills	1
17.	A better understanding of the reading process	1
18.	To be able to brainstorm with experienced reading teachers	1
19.	More workshops	3
20.	More tutor sharing groups	1
21.	Review of techniques	1
22.	A more effective way to teach phonics	3

(Based on Tutor Consultation Form)

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APPENDIX 15

FOLLOWUP ACTION
(TUTOR DECISIONS AS A RESULT OF CONSULTATIONS)

		No. of Responses
1.	More work on the computer	4
2.	Journal writing	10
3.	Use of ESL materials	3
4.	GED essay topics	1
5.	More work on spelling	1
6.	Book reports	1
7.	Skills Checklists for ESL learners	1
8.	Steck-Vaughn Reading for Adults	1
9.	Steck-Vaughn Reading Comprehension material	1
10.	LABEL material	2
11.	More vocabulary-building activities	2
	a. Seattle Times Spelling List	
	b. Reading Teacher's Book of Lists	
12.	Using a diary	3
13.	English 2200	1
14.	Open Court	3
15.	Use of Experience Story	1
16.	Inventory of Essential Skills	1
17.	Use of ESL Techniques	3
18.	Alphaphonics	1
19.	Use of vocabulary flash cards	2
20.	Use of pre-reading techniques	1
21.	Psycholinguistic materials	1
22.	To attend more workshops	1
23.	To participate in small (tutor) technique sharing groups	1
24.	Spalding method	1

(Based on Tutor Consultation Form)

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APPENDIX 16

TUTOR ACHIEVEMENT - OUR STAR TUTOR

SUSAN EATON

An excerpt from Lower Columbia College's Fall 89-90 Schedule, Page 25:

"The challenge of becoming a single parent to her six children pushed Susan Eaton to set new goals. She decided on a career in teaching and set her mind to earning the necessary degrees, beginning at LCC.

As she had been out of the academic world for some time, Susan sought support and counseling from LCC's Student Support Services Program, a federally funded TRIO program. 'When things became extremely difficult and I began to doubt my ability, I would always get the reassurance and assistance I needed,' she says.

With her tremendous determination and some skill development and confidence-building classes, Susan not only succeeded but excelled. During the course of her ten quarters at LCC, she won five scholarships, tutored other students in basic skills, and was elected LCC's Outstanding Social Science Student. In June, 1988, she graduated Magna Cum Laude with a GPA of 3.75 and an Associate in Arts and Sciences Degree in education.

Susan has now completed her junior year at Portland State University and will earn her Bachelor of Science Degree in Elementary Education in 1990.

Susan has been a positive role model, not only for other single parent students, but also for her own children. As a first generation college student, she feels it is more effective to 'lead the way, rather than push' her children towards college. That philosophy will also benefit Susan's future students."

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APPENDIX 17

TUTORS WHOSE LEARNERS WERE RE-EVALUATED IN 1989

1.	Forrest Rhoads		52 hrs.	+1.0
2.	Kirste Richards		40 hrs.	Obtained GED
3.	Georgeann Allred	a)	30 hrs.	+1.0
		b)	18 hrs.	+1.0
		c)		
4.	Susan Eaton		43 hrs.	+1.5
5.	Dick Mealey		57 hrs.	+1.0
6.	Bob McNannay	a)		+1.0
		b)	141 hrs.	+2.0
		c)	113 hrs.	+2.5
7.	Betse Judd Miller		22 hrs.	+1.5
8.	Terri Lane		150 hrs.	+1.0
9.	Majorie Pitcher		52 hrs.	+4.0
10.	Bonnie Guy	a)	45 hrs.	+2.0
		b)	114 hrs.	+2.0
		c)	38 hrs.	+1.0
11.	Rocky Naron	a)	8 hrs.	+2.0
		b)	30 hrs.	+2.0
		c)	20 hrs.	+1.0
12.	Cheri Naron	a)	33 hrs.	+1.0
		b)	34 hrs.	+1.0
13.	Naomi Fox			+1.0
14.	Joe McKelvey		73 hrs.	+1.0
15.	Betsy Nau		66 hrs.	+4.0

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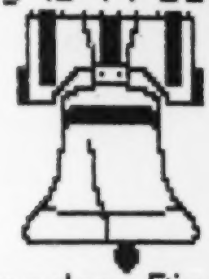
SPRING 1989

PROJECT READ NEWSLETTER

"Reading Is Freedom



Let Freedom Ring"

LONGVIEW PUBLIC LIBRARY
577-3380 LONGVIEW, WASHINGTON

FROM OUR LIBRARIAN'S DESK:

May, 1989

The Longview Library Board of Trustees would like to congratulate all Learners and Tutors involved with PROJECT READ for a job well done!

A program which began in 1987 has certainly exceeded all expectations and can make everyone who is involved with this effort to "FEEL GOOD ABOUT ONESELF". The Board of Trustees was excited when the City of Longview recognized the need to keep this program going by partially funding it for 1989. To keep Project Read alive your help is needed for 1990. This library will be seeking funding from the City of Longview, Cowlitz County as well as local businesses and organizations to help continue the program for another three years. If you, as a participant in Project Read want to help, ask your tutor, Jean, Diana or Karen what part you can play -- no effort -- will be too small. We all need to work together to continue helping people feel proud about themselves and their ability to READ.

THE COLORS OF WASHINGTON

Washingtons brilliant land sights
are cradled with such color.
Sleek with due on the blade of
the flower, with powerful beauty
it captures your eye.
To search for its fragrance that
lingers in the skies.
To injoy the high mountains with
all of its trees, the sight of
its beauty would put you at ease.
The people you meet, seem all
happy and gay, even when the sky
is all cloudy and gray.
This state is the best and I
speak this with pride, for
nonother could stand by its side.

By: Crystal Harmon, 1989
Project READ Learner

A PROUD LEARNER SAYS:

My name is John Beck. I am forty-eight years old. I am learning to spell and also learning basic english with the patient help of my tutor Joey McKelvey. This program is helping me get my self esteen as I have always felt dumb and slow. Joey has helped me gain confidence in my self to the fact that at my age I can learn things that I missed in high school. My goal is to be able to concentrate and follow directions so that I may grow.

SPECIAL CONGRATULATIONS!!

Kirste Richards' learner obtained a GED certificate. WELL DONE!!!!

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AMERICAN LITERACY ASSOCIATION STATISTICS

75% of the unemployed lack basic reading and writing skills.

70% of the incarcerated adults are functionally illiterate.

40% of all minority 17 year olds can't read.

27% of current new enlisted army personnel can't read material at the 7th grade level.

Please care enough to help us to change these frightening statistics. As our population ages and the birth rate decreases, there will be fewer qualified employees, which means fewer paying into Social Security. Help someone to read, help someone to succeed now!!

NEWS! NEWS! NEWS!

We are happy to be able to provide this newsletter on a semi-annual basis.

With so many items of interest to us all, and so many new tutors, we will try to keep you as informed as we are able to and we'll strive to keep you updated on the newest training methods, the tutor training seminars available and all the statistical data you need to be effective tutors.

We plan to feature some items of interest supplied by the learners and some just plain fun items.

Watch for our newsletter in September. Be an informed tutor. Be a better tutor. Be a caring tutor.

MORE TUTOR TRAINING OPEN COURT

On March 31, 1989, Literacy Coordinator Jean Jeyasingam held a workshop focusing on the Open Court materials and applicable tutoring techniques. These techniques include the use of phonics and dictation.

The Open Court materials are used in our local public schools and have proven to be very useful with our primary adult learners. There are 22 easy readers that go along with the two workbooks and Jean fashioned some easy to use dictation cards to assist the tutor. A deeply heart felt **THANK YOU** goes out to Forrest Rhoads for his time in recording these readers onto cassette tapes so that our Open Court materials now include the "psycho-linguistic" technique.

This workshop, we feel, had an excellent turn out with a full dozen tutors attending. The numbers were evenly split with 6 work study and 6 volunteer tutors participating.

Remember: the more training you have, the better equipped you will be when learning hurdles are encountered.

CALENDAR OF EVENTS

MAY 20 Tacoma Community House Volunteer Training Project - ESL Refugee Concerns Workshop

MAY 22 Lower Columbia College Summer registration.

JUNE 10 Project READ Spring CELEBRATION! Potluck 11:00a-1:00p in the library auditorium.

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A NOTE OF INTEREST TO:
OUR HONORED SENIOR CITIZENS

Many think of retirement as a time to relax, to sleep until noon, to take long vacations in exotic paradises, and to do things you never otherwise had time to do.

But for some seniors, retirement is a time to help others learn to read, write and speak English better.

One tutor had this to say: "A couple of years ago I read an article about the library's literacy program. It amazed me that there were so many people who were functionally illiterate."

The article and the love of language prompted that tutor to volunteer.

Other comments we hear are like this one: "You just can't imagine how difficult English is to learn until you try to teach it to someone."

"I'm currently tutoring a Cambodian, a Guatemalan, a Colombian, a Korean, a Laotian, and an American. This makes it really interesting for me because I get to learn all about these diverse cultures."

Another comment we hear very frequently is: "It's really gratifying to watch them progress from learning the alphabet to putting words together in short sentences. It warms me inside when I see a look of satisfaction in their eyes when they finally learn something new after struggling for so long."

If you are interested in volunteering, please call Jean or Diana at **Project READ, 577-3380**, or stop by and ask for more information at the **Longview Public Library.**

WHY DO PEOPLE VOLUNTEER TO HELP OTHERS LEARN TO READ?

HERE ARE SOME REASONS--

-It's a means of sharing.
-To help others get more out of life.
-I want to help others enjoy reading
-To help others enrich their lives.
-Reading is the key to a better life.
-I have a concern for literacy in America.
-I want to open the door of reading for others.

**Excerpts taken from tutor applications.

TUTOR TRAINING

The Literacy Volunteers of America (LVA) tutor training seminar was held on March 3rd and 4th in the Learning Resource Center of Lower Columbia Collge.

George Dennis did a terrific job as instructor and tutor for us all, although it was one of the smallest groups we've had in a long time.

Many different styles and types of instruction were presented. George was very thorough and accomplished as much as he could in the short amount of time allotted.

DON'T WORRY! Additional training sessions will be held as necessary if you weren't able to make it this time. Please try to attend the next LVA session that will be scheduled in late October. If you have a particular skill you would like to learn or feel you need, contact Jean immediately and we can get a workshop organized.

THANKS again to you, George Dennis, for giving of yourself so much and so often.

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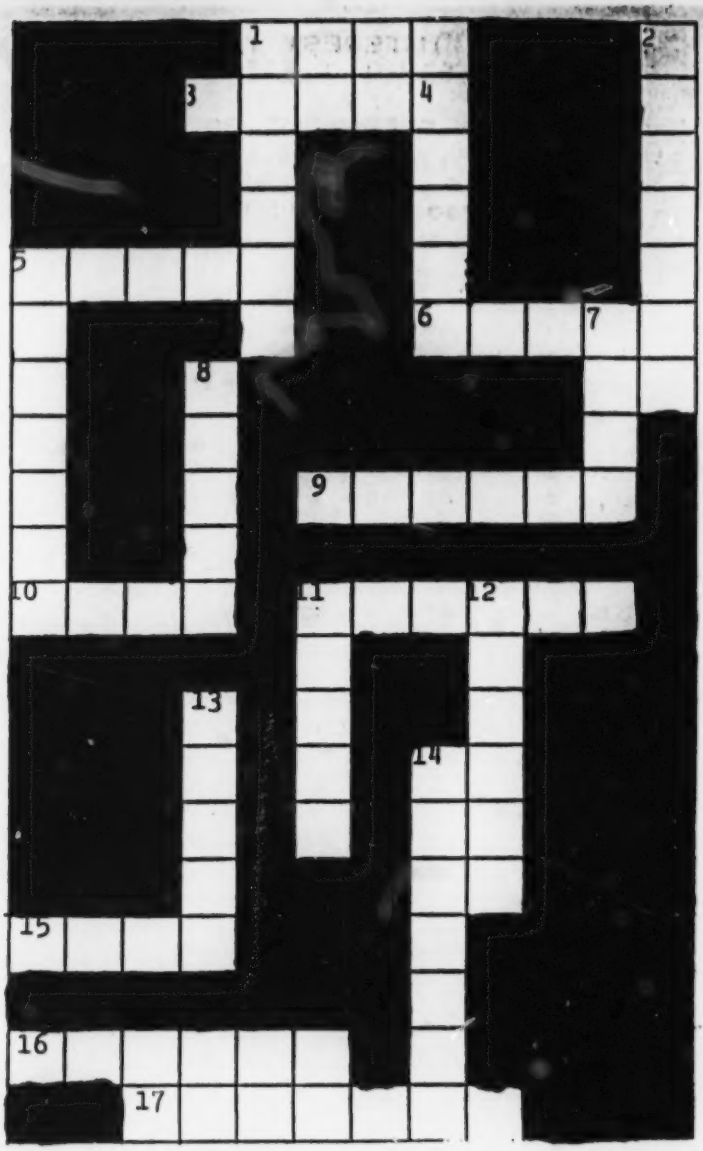
Written by: Otto Wheeler
Volunteer Tutor



ACROSS

1. _____for a red traffic light.
3. Wash your clothes in hot _____.
5. Red is my favorite _____.
6. _____are what you pay the government.
9. An elephant has a lot of _____.
10. You should not drink _____ and drive.
11. Usually the first work day of the week is _____.
15. Children should not play with matches. They cause _____.
16. _____is the place to get an education.

DOWN

1. When you work you receive a _____.
2. Where do you live?_____.
4. Left is the opposite of _____.
5. You can buy a car on _____.
7. The way to go out is called the _____.
8. The Daily News_____.
11. June is the 6th _____of the year.
12. Stay away! _____!!
13. We live in the _____of Washington.
14. You are a _____of the United States.

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A LETTER FROM A LEARNER

(unedited)

4-15-XX

TO HOM IT MAY CANCERN

My name is _____. I am 38 years old now. I hav been with projat red for all most two years. when I was growing up I cood not red. when I was living at home if I got a letter I cood not red it. my MOM or my sister or my brther's or my Dad had to red it to me. It was hard on my famaley to help me all the time. If I wanted to go to a spachel stret I cood not find it by my self so one of my famaley had to go with me or one of my frands. when I got marryed I cood not make out a grosrey list be cas I cood not spil the words if I copped it down I cood not red what it sead I didnot lern to red be cas I had Epilepsy. The tacher told my mom and dad that I was sleeping on my dask so they pust me a said and put me in a Spachel class and did not try to tich me how to red or anny thing eles. You haft to red if you want to driv a car or find a plas on a map or get a job there is a lot of pepple out in the worold if thay now that you can not red thay will tack avanng of you anny time thay can I now be cas thay did it to me two times both time it coast me man y.

**READERS: I copied this letter just as it was written. I found it painful not only to read, but to copy. For myself, I find the truth to be extreme, cold, bitter and heartless, but the reality of fear is injustice and persecution and the only remedy is time and patience. It is a CRIME this person had to wait 38 years for the things we all take for granted as children.

For the human race to let this go on is a SIN. I look at myself a little differently now. I wasn't sure if I had made the right decision to tutor in order for me to help make a difference, but I know now that it does make a difference. I may not affect the world, but if I help just one person conquer their personal hurdle, I have done my best. I look forward to more stories from your learners. Each stride our learners make is noteworthy, deserving much recognition and praise.

A TUTOR AND PROUD OF IT!

Old sayings still mean the same.

The wise old owl, said "A day without learning is a wasted day."

Knowledge is a very valuable part of life. Take time to help someone gain a better place in society.

CONTACT: Project READ 577-3380, ask for Jean or Diana and VOLUNTEER TODAY!

ANSWERS TO CROSSWORD PUZZLE

ACROSS	DOWN
1. Stop	1. Salary
3. Water	2. Address
5. Color	4. Right
6. Taxes	5. Credit
9. Weight	7. Exit
10. Beer	8. Paper
11. Monday	11. Month
15. Fire	12. Danger
16. School	13. State
17. Meeting	14. Citizen

Look for more fun, games and puzzles in our next issues.

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CONGRATULATIONS TO THE FOLLOWING TUTORS WHOSE LEARNERS HAVE SHOWN PROGRESS ON BEING RE-EVALUATED (Jan. 1988 - Apr. 1989).

TUTOR	INCREASED GRADE LEVEL
Georgann Allred	+2
Marie Barham	+1
Sonja Carlson	+4
Susan Eaton	+2
Bonnie Guy	+1
Robert Hegwine	+2
Robert McNannay	+1
John Okerlund	+1
Ann Paxton	+4
Forrest Rhoads	+1
Faith Ruhland	+1.4
David Soyars	+2
Bonnie Zerkel	+2

WAY TO GO TUTORS!!

SUPER JOB LEARNERS!!!

PROJECT READ
Longview Public Library
1600 Louisiana
Longview, Wa. 98632

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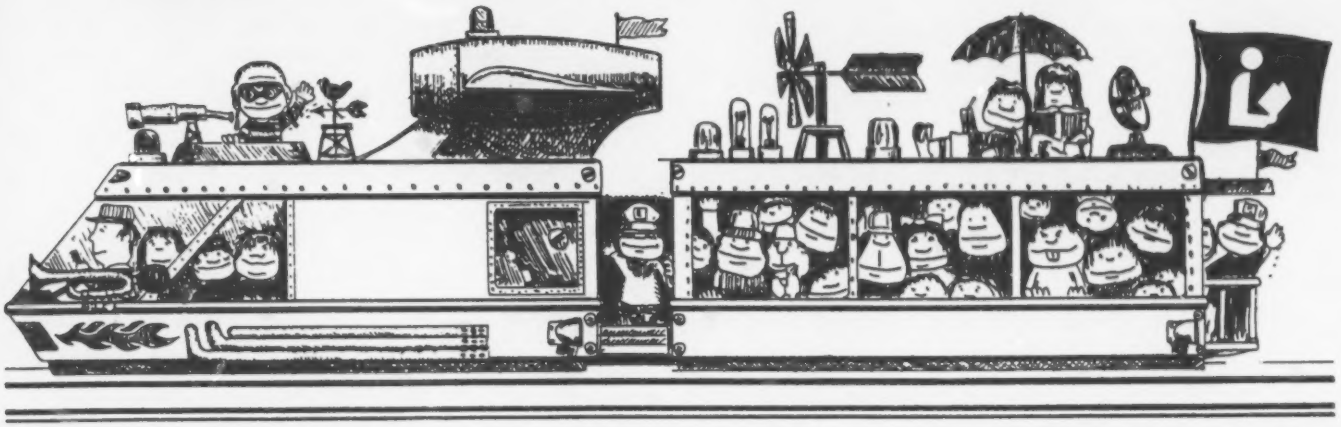
PROJECT READ NEWSLETTER

LONGVIEW PUBLIC LIBRARY 577-3380 LONGVIEW, WA FALL 1989



GET ON BOARD THE FREEDOM TRAIN...LEARN TO READ TODAY!

FROM THE COORDINATOR'S DESK

Dr. Jean Jeyasingam

Since its inception in 1986, the response to Project READ has been overwhelming. The majority of those requesting tutoring services are in the workforce, either looking for a job or trying to keep a job. Undoubtedly, there is an urgent need to keep this program alive in this community. To be able to read and comprehend the written word is a survival skill and a basic right of every individual in a society. To the underprivileged in the Lower Columbia area, who are aware of this program, Project READ seems to be their last and only opportunity to break the shackles of illiteracy that have kept them in economic, social and political captivity for many long years. Project READ is indeed the Statue of Liberty for the individuals in Cowlitz County who are tired of the struggle for survival and are hungry for the joys and opportunities that being able to read brings those who earnestly seek her benefits.

Many individuals in this community are responsible for making Project READ a bastion of freedom for those who utilize its services. Marion Otterraaen, Longview Library Director, and a pioneer in the fight against illiteracy in this community, and her wonderful caring staff have spared no efforts to ensure the smooth runnning of the program. Karen Dennis, Special Projects Librarian, is the untiring captain guiding our ship to success. Our caring, competent tutors (both volunteer and work study) have helped make the impossible, possible, in the lives of many of our adult learners. Diana and I work behind the scenes and we're thankful to these individuals who make our jobs a fulfilling experience!

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A LEARNING TUTOR!!

A note to Project READ
from: Lila Tallbut
"Tutor and always a learner."

Never did I imagine that on the October afternoon I walked into the library I would walk out as both a tutor and a learner. It was not at all what I had expected when I began looking into the possibilities of Project READ. But I am truly grateful for the positive experience being involved with this program has been, and for the new doors it has opened up for my life.

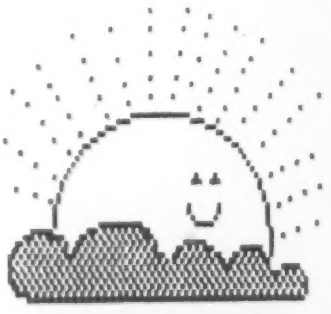
When I dropped out of high school 13 years ago I knew that some day I would go back and finish. However, caring for a husband, 4 children, and a home, made it difficult to think about pursuing that goal. All this time I had set it "on the back burner", until last October (1988) when Jean (Jeyasingam) told me that with the help of a tutor, I could get a GED certificate. Thus, the term "learner" became a part of my vocabulary. And learn I did!! Jean set me up with tutor immediately and I was on my way.

But, still, my original purpose was to see about being a reading tutor. Jean said, "Why not do both?" I went to LVA training and was set up with a learner right away. So, every Thursday until March (1989), for an hour and a half I was a learner, and for the next hour and a half I was a tutor.

As a learner, I have gained much more than a GED certificate. I have become more confident, realizing that accomplishing one major goal has made me eager to set more. The encouragement I received, continuously, from my tutor was what I needed most of all. Words such as, "You're really doing well," and "I'm so proud of you," were vital to me as is her ongoing friendship.

As a tutor, I have come to realized how the skill of reading, or lack of it, profoundly affects everyday life. I have experienced the gratifying results of helping someone else learn to read and write the English language better. Many times it was my learner who taught me things, such as how difficult the English language can be to learn.

I am thankful for the opportunity to help as I have been helped and it is my hope that this program will continue on in its successes. Tutors and learners, we need each other!



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CHRISTMAS IN SEPTEMBER???

Realizing that Christmas still seems a long way off, we need to start organizing our preliminary plans for a year-end celebration. Knowing that November/December are hectic months (It certainly is for the Project READ staff with year-end reports and all) we need to enlist the help of volunteers and learners to have the greatest party ever!! If you ever felt bored, we have many activities to keep your feet and mind moving. Just ask!!

TRAINING, TRAINING AND MORE TRAINING!

It may seem like a lot of time is spent training, but when professional athletes aren't playing, they're in training! We ALL want to be professional in our approach to combatting illiteracy.

To date, Jean Jeyasingam, the ever-so-caring literacy coordinator, has held 3 training sessions; 2 of which specifically focused on the "Open Court Headway Program" which has been shown to be quite effective with the primer readers. The most recent session was a general outline of the various techniques and materials currently available. There have been a total of 25 people in attendance at these workshops.

Continued at top of next column.

Even though a tutor may have the required 10 hours of LVA training, everyone is strongly encouraged to attend other training sessions throughout the year to freshen-up on current skills and, naturally, to pick up on the forever changing new skills that are introduced. Besides, we always look for a reason to get together with one of our most valuable resources--YOU!

Just a reminder: whenever you attend training, please, PLEASE, complete an evaluation. This is the way we obtain constructive feedback.

THE COMPUTER CORNER

Project READ is "bursting at its seams" as the space within the library has been rearranged. There is an Apple IIe computer and printer strictly for the use of our tutors and learners. Currently, ten pairs are scheduled to use the various learning software. The anticipating learner can often be heard anxiously asking "Can I get on the computer now?" It is such a joy to see their motivation and self-esteem reach new heights as they master a "tool of the future." Tutors are cautioned to NOT permit the computer to become the sole basis of their tutoring lesson.

If you or your learner would like to know more about the computer as a learning tool, contact Diana or Jean and we'll be happy to get you going.

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MY BROTHER

I keep a picture of my brother, on the corner of my desk. To keep in memory of that day, when his soul took to rest.

The days seem to pass by so fast, and the nights seem so long. That with out his love in my heart, I could not go on.

Though this world I live in will soon be past, only whats done for my brother will last.

Many people ask me, what is his name? I answer their questions all with in time, that his name is Jesus, and he will be with me till the end of time.

He will soon be back, for me and the others. To take us to heaven, to see my sisters and mother.

I love my brother cause he's my Lord. He promised me he would never leave me from this day forth.

When I see him come down, through that big open sky, thats when I'll say my final good by.

BY: Crystal Harmon
Learner

CAREER DEVELOPMENT

Of great concern to most of us. but more signficantly to our low-level under and unemployed learners, is career development.

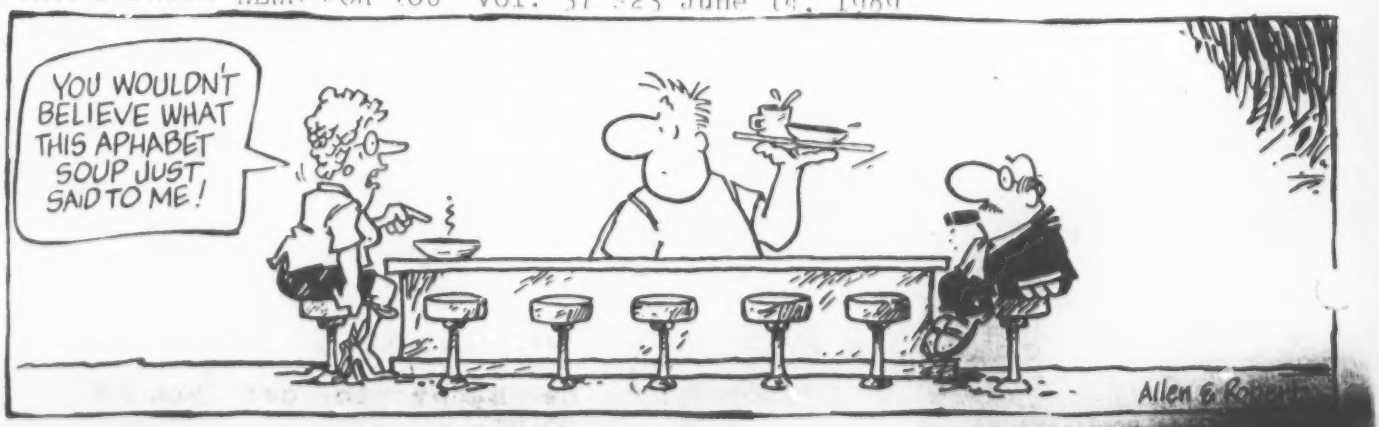
A workshop, sponsored by the Portland Community College, was held in Portland at the Monarch Inn on September 8th. This workshop focused on career development resources for adult basic education students and helped us:

1) learn how to help our learners meet their career needs

2) to access and preview new materials in this vital subject area of adult literacy and foremost.

3) learn practical techniques to assist our learners.

If you and your learner would like to know more about career development please don't hesitate to ask for more information. We already have many career development resources and look forward to purchasing more.



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BEAUTY

Beauty is something you can see, but can't actualy explane.

Like the form of a cloud, or the fall of the rain.

It could be some thing you hold, or some thing out of reach.

To watch a child play, or to leson to them speek.

Beauty is not much spoken of, but rarely over looked.

Like the movement of the ocean, or to read a novel in a book.

To walk with a friend, just a little ways down the street,

Would be all right with me, to make my day complete.

BY: Crystal Harmon
Learner

TEAM WORKERS ARE NEEDED

Another fascinating "hands-on" workshop, sponsored by the Washington (State) Literacy is being held during the entire weekend of October 27-29, 1989 at the Bellevue Hilton in Bellevue. Registration is $85.00 and the Hilton is showing its hospitality with the special rate of $35.00 per night, double occupancy. There is also a scholarship fund available to help defray some of the cost. This workshop requires a TEAM consisting of: a coordinator, a volunteer, a learner and a board or coalition member to participate thoroughly. Jean and Diana would like to hear from you if you have even the slightest interest to attend. Please call 577-3380 to schedule an appointment for more specific details.

With a little help from our friends.....

Washington Literacy
1100 Denny Way
Seattle, Washington 98109
(206) 461-3623

6/27/89

Jean—
Just read your Spring 1989 Newsletter. Great Work. Congratulations to you and your contributors.

John Williams
Field Coordinator

United Way Member Agency

from The Mini Page by Betty Debnam © 1989 Universal Press Syndicate

BASSET BROWN THE NEWS HOUND'S

Good Health

TRY 'N FIND

Words about good health are hidden in the block below. See if you can find: BREAKFAST, LUNCH, HEALTH, HABITS, CLEAN, SHOTS, BRUSH, TISSUE, HAPPY, FEELINGS, SNACKS, VEGETABLES, EXERCISE, FRUITS, DINNER, GERMS, BATH, SLEEP, WASH.

A	K	H	A	P	P	Y	G	E	R	M	S	L	E	R
B	R	E	A	K	F	A	S	T	B	L	B	U	X	S
T	D	S	H	C	M	C	L	E	A	N	A	N	E	H
I	I	N	E	S	L	E	E	P	E	O	T	C	R	O
S	N	A	A	F	R	U	I	T	S	F	H	H	C	T
S	N	C	L	G	F	E	E	L	I	N	G	S	I	S
U	E	K	T	H	P	H	A	B	I	T	S	W	S	S
E	R	S	H	W	A	S	H	B	R	U	S	H	E	I
J	Q	V	L	G	E	T	A	B	L	E	S	T	U	V

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LEARNERS' PROGRESS

Just since the last newsletter (Spring issue) 9 learners have been re-evaluated.

TAKE A LOOK AT THIS PROGRESS!

Tutor	Increased Rdg. G.L.
Betse Judd Miller	1.5
Terri Lane	1.0
Marjorie Pitcher	4.0*
Bob McNannay	2.0
Bonnie Guy (Both learners!!)	2.0
Rocky Naron (Both learners!!)	2.0
Carol Lewis	0.5

KEEP UP THE GOOD WORK!!

SEPT. 4th	LABOR DAY Holiday!
.....5th	Lower Columbia Literacy Coalition Joint Recruitment & Public Awareness Committee Mtg. Library Board Rm. Noon til 1:00p
.....8th	Adult Basic Ed. Career Development Workshop--FREE!! Monarch Inn-Portld. 9:00a-3:30p
...13-15th	Lower Columbia College--New students register.
.....18th	LCC--Classes BEGIN
OCT. 20th	LVA Tutor Training Part I 6:00p-9:00p
.....21st	LVA Tutor Training Part II 9:00a-4:00p
...27-29th	Washington Literacy Workshop--Bellevue Hilton **Call for more information.
NOV/DEC	YEAR END CELEBRATE Tutor/learner recognition. Help us make plans!!

PROJECT READ
Longview Public Library
1600 Louisiana
Longview, Wa. 98632

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APPENDIX 20

CONFERENCES ATTENDED BY THE LITERACY COORDINATOR

I. Volunteer ESL/Refugee Concerns Conference, May 20, 1989, Highline Community College, Tacoma Community House Training Project.
   a. Meeting with SLIAG* staff
   b. What's next after students begin to read?
   c. Social, cultural and political concerns - the new Immigration Laws and Hispanics
   d. National Issues Forum
   e. Civics Materials for Amnesty Instruction

II. How to Deal with Difficult People (EJIC) August 28, 1989

III. SLIAG* meeting at the Longview Public Library September 7, 1989

IV. ABE Career Development Workshop, Portland Community College, Portland, Oregon, September 8, 1989

V. Career and Job Search Information: A Workshop; EJIC, Longview Public Library

VI. How to Choose the Best Literacy Materials - Tacoma, Washington, sponsored by Washington State Libraries, September 21, 1989

VII. Literacy for the 1990's - 1989 State Volunteer Literacy Conference, October 27 - 29, 1989, Bellevue, Washington, Volunteer Literacy Conference

*SLIAG - State Legalization Impact Grant

APPENDIX 21

LEARNER CONTRIBUTIONS TO NEW VOICES 1989

WASHINGTON CENTENNIAL ISSUE

The Colors of Washington

Washington's brilliant land sights,
are cradled with such color.
Slick with dew on the blade of the
flower, with powerful beauty, it
captures your eye.
Search for its fragrance that
lingers in the skies.
To enjoy the high mountains with all
of its trees, the sight of its beauty
would put you (at ease).
The people you meet, seem all happy and
gay, even when the sky is all cloudy
and gray.
This state is the best and I
speak with oride, for no other
could stand side by side.

-Crystal Harmon, Page 2

Beauty

Beauty is something you can see,
but can't actually explain.
Like the form of a cloud,
or the fall of the rain.

It could be something you hold,
or something out of reach.
To watch a child play,
or to listen to them speak.

Beauty is not much spoken of,
but rarely overlooked.
Like the movement of the ocean,
or to read a novel in a book.

To walk with a friend,
just a little ways down the street
would be alright with me,
To make my day complete.

-Crystal Harmon, Page 48

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PROJECT READ LEARNER PROGRESS CHART INTAKE EVALUATION DATE_____

Derived from: Brigance

	TEST TYPE	PRIMER	FIRST	SECOND	THIRD	FOURTH	F
WORD RECOGNITION		* * * *	* * *	* * *	* * *	* * *	*
READING COMFORT		* * * *	* * *	* * *	* * *	* * *	*
READING COMPREHENSION		* * * *	* * *	* * *	* * *	* * *	*
SPELLING		* * * *	* * *	* * *	* * *	* * *	*
SENTENCE WRITING		* * * *	* * *	* * *	* * *	* * *	*

APPENDIX 22

TEST TYPE KEY:
BB = Blue Brigance
RB = Red Brigance
WRAT = Wide Range Achievement Test

TEST RESULT KEY:
Intake test = Pencil (Black on copies)
Post-test I = Blue
Post-test II = Red
Post-test III = Black (Orange on copies)
Post-test IV = Green
Post-test V = Purple

Post-test I Date:
Post-test II Date:
Post-test III Date:
Post-test IV Date:
Post-test V Date:

Signature of auther
Literacy Coordinato
Longview Public Lit

PR-8/21/89

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_____ LEARNER NAME_____

FIFTH			SIXTH			SEVENTH			EIGHTH			NINTH			TENTH			ELEVENTH			TWELFTH		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

:e:_____ TUTOR: _____ HOURS:_____
Subtotal:_____

:e:_____ TUTOR: _____ HOURS:_____
Subtotal:_____

:e:_____ TUTOR: _____ HOURS:_____
Subtotal:_____

:e:_____ TUTOR: _____ HOURS:_____
Subtotal:_____

:e:_____ TUTOR: _____ HOURS:_____

GRAND TOTAL:_____

EXIT DATE:_____

_____
ıenticity
ıtor - PROJECT READ
.ibrary

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TUTOR CONSULTATION FORM

PROJECT READ

Longview Public Library

Date_____ Coordinator's Initials_____

Tutor Name_____

Learner Name 1._____

2._____

3._____

Does this (these) learner(s) have any special needs? If tutoring more than learner, please refer to numbers assigned above for brevity.

_____

_____

_____

_____

Materials currently being used and tutor comments:

_____

_____

_____

_____

_____

What tutoring activities do you enjoy?

_____

_____

_____

_____

PR REV 12-28-88

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What are some main objectives of your activities?

What is going well for your student(s)? What progress do you notice? (Please refer to numbers, as before).

Areas of difficulty/problems for student(s), other than attendance?

What do you feel you need to be more effective?

Follow-up action to be taken:

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TUTOR NEEDS SURVEY

PROJECT READ

Longview Public Library

DATE_____

Tutor Name_____Phone_____

Check all that apply.

This year I have tutored () ESL () basic literacy.

Estimate the approximate <u>percentage</u> of your tutoring time which is spent in the following activities:

_____conversation practice (oral)

_____writing skills

_____reading

_____grammar

_____penmanship

_____pronunciation

_____survival skills

_____vocabulary bldg./ idioms

_____other_____

_____

Do you feel you need more training? () Yes () No

If so, mark the areas below which you feel you need the most. <u>Prioritize</u> your choices with #1 being the most needed.

_____conversation techniques

_____tutoring activities

_____assessing student needs

_____teaching reading skills

_____phonetics

_____pronunciation

_____teaching writing skills

_____grammar

_____cross-cultural information

_____learning

_____other_____

_____

_____

PR REV 12-28-88

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What assistance or information, if any, have you received from the literacy coordinator?_____

_____

_____

What kind of further assistance or information do you need from the literacy coordinator?_____

_____

_____

What further assistance, information or resources would help you in your tutoring?_____

_____

_____

PR REV 1-7-89

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